

Bedenham Primary School

Bridgemary Avenue, Gosport, Hampshire PO13 0XT

Inspection dates

14–15 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- Leaders have taken effective action to improve teaching, learning and outcomes at the school. Although the new executive headteacher has only recently joined the school, she, the head of school and other senior leaders have the capacity to embed and build on current improvements.
- Governance has improved. Governors know the school well and now hold leaders more robustly to account.
- Senior leaders are effective in driving improvement in their areas of responsibility. However, many middle leaders are still developing their skills.
- Teaching is effective and meets pupils' needs well. Teachers are very aware of the needs of individuals and work closely with leaders and teaching assistants to provide the relevant support for each pupil.
- Attainment of Year 6 pupils at the end of July 2018 was above the national average, but progress was below average. Leaders' work to improve outcomes has resulted in pupils catching up in reading and mathematics. There continue to be weaknesses in writing of some groups, including the most able.
- Leaders carefully check the progress of each pupil. However, they are not quite so systematic in their checks on the progress of groups.
- The early years has continued to provide a good standard of education. Children develop independence and confidence, with most making good progress in their first year at the school.
- Pupils behave well. Recent changes in behaviour management have resulted in the previously high level of exclusions being reduced to none.
- Pupils' personal development and welfare are supported well. Pupils learn about inclusion, respect and tolerance.
- The curriculum has been designed to meet the needs of the pupils in the school. Leaders correctly identify that there are inconsistencies in teaching in some subjects across the school.
- Pupils, parents and staff rightly believe that the school keeps pupils safe. Parents are very positive about the changes and improvements that have been made.

Full report

What does the school need to do to improve further?

- Improve teaching and outcomes in writing by:
 - developing a consistent approach to the teaching of handwriting and spelling
 - providing consistency in teachers' responses to pupils' work so that pupils know how they can improve their writing
 - challenging the most able pupils, providing opportunities to develop their use of language and sentence construction.
- Improve leadership and management so that:
 - leaders are fully aware of the progress made by groups of pupils
 - all pupils make the progress of which they are capable
 - teaching of all subjects, in addition to English and mathematics, is consistently strong
 - middle leaders develop the necessary skills and knowledge to drive improvements in their subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have worked with determination to tackle the areas of weakness identified at the last inspection. Although outcomes improved last year, there was still much work to do to improve the provision for pupils across the school. The interim headteacher and the head of school have worked tirelessly to implement new and effective systems and processes. As a result of improvements in performance appraisals and communication, staff and governors are now wholly signed up to the vision of all working together to achieve the very best for the pupils.
- The newly appointed executive headteacher, who has been in post since the beginning of this term, has accurately identified the next steps for improvement. There is now a strong senior leadership team in place, with the capacity and focus to embed and build on the recent improvements. All senior leaders have a strong understanding of their areas of responsibility. They are successful in driving improvements across the school.
- Leaders and teachers carefully check the progress of individual pupils to identify any who are falling behind. Where this is the case, they provide effective support to enable them to catch up to where they should be. However, leaders have not been quite so robust in checking the progress of groups, for example boys or the most able. This means that opportunities can sometimes be missed to improve outcomes for these groups by adapting or changing the agreed school approach.
- Senior leaders are effective in improving teaching. They have tackled the weak teaching identified at the previous inspection, providing accurate feedback to help teachers improve their practice. As a result, teaching is now good. Middle leaders are developing their skills to be able to drive improvement in their subjects but, for some, this is in the early stages.
- Although not yet embedded in all subjects, the new approach to the curriculum is positive. Pupils and teachers enjoy using a class text as a starting point for all other work. This has resulted in many pupils becoming more engaged in learning. For example, the Year 5 pupils particularly enjoyed learning about Beowulf, writing descriptions about scenes from the poem, creating illustrations and answering mathematical problems linked to the story. Teachers ensure that no time is wasted during lessons and pupils feel motivated to learn.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through a wealth of opportunities. Pupils learn how to play an instrument through whole-class lessons and develop their understanding of art, and their artistic skills, in their art lessons. In assemblies they learn more about the world around them, and current affairs, including natural disasters and events such as Brexit.
- British values are developed through whole-school assemblies and embedded in school life. Pupils can explain about tolerance, respect democracy, and understand the rule of law. They discussed with inspectors how they vote for school council representatives and follow the school rules so that all in the community are safe.
- Additional funding is used well to support those with special educational needs and/or disabilities (SEND). Pupils who have education, health and care plans are provided with

high-quality individualised support. The 'Penguins' resource unit ensures that pupils who require support with social, emotional and mental health achieve very well, working with their peers in mainstream classes within the school.

- Funding to support disadvantaged pupils is used effectively. Pupils attend breakfast and after-school clubs, as well as receiving appropriate additional help in class. The inclusion leader and the 'pupil premium champion' make sensible decisions about how the funding is spent and evaluate the impact on individual pupils' progress.
- Sport funding is used effectively to promote pupils' enjoyment and participation in physical activities. The sports leader, who works across the school and federation, leads lessons that enable the children to compete and develop their skills at their own level.
- The vast majority of parents are happy with the school and recognise the improvements that have been made.

Governance of the school

- Governors have worked hard to develop their effectiveness and are now holding leaders more robustly to account. Their visits to the school are purposeful and enable them to ask useful questions about improvements.
- Governors have an increasing knowledge of pupils' progress and attainment. They recognise that a greater focus on groups would enable them to challenge senior leaders further.
- Governors fulfil their statutory responsibilities effectively, including checking the use and impact of pupil premium, monitoring health and safety arrangements and making decisions about pay linked to performance.

Safeguarding

- The arrangements for safeguarding are effective. The designated safeguarding lead has a sound overview of safeguarding throughout the school. Procedures are audited regularly and training for staff and governors ensures that they know what to do when they have a concern. Governors oversee that safeguarding practices are fully in place.
- The culture of safeguarding across the school is strong. Pupils say that they feel safe and know who to talk to if they are upset. Parents also say that the school is safe and that staff are approachable and resolve any issues. The necessary employment checks are undertaken rigorously and recorded appropriately.

Quality of teaching, learning and assessment

Good

- There is a consistent approach to teaching across the school. Teachers know what is expected of them in terms of planning, delivery and assessment. They have been supported well to develop their skills. Lessons are well planned and motivate pupils to learn, including boys who have typically been harder to engage. As a result, despite some variations in practice, teaching is good.
- Many teaching assistants provide very effective support, managing behaviour

proactively and intervening in pupils' learning when they are struggling.

- Teachers are now held to account for the learning and progress of pupils with SEND. Leaders and teachers review the support for these pupils regularly and ensure that they are catching up.
- The teaching of phonics is effective. Teachers and teaching assistants use precise sounds and actions consistently. Adults utilise opportunities for pupils to write what they are learning, which is helping them to make stronger progress. As a result of this effective teaching, most children in the early years are able to blend sounds and, with some support, can read more complex words such as 'nurse' and 'park'. Teachers have rightly prioritised ensuring that the pupils who did not achieve the expected level in phonics last year have caught up this year.
- Teaching of writing has improved but there continue to be areas of inconsistency. Handwriting and spelling are not taught systematically and teachers do not always identify what pupils need to do. Pupils now produce longer pieces of writing and they are developing their vocabulary and sentence structure. However, the most able pupils do not get the challenge and support they need.
- Teaching of mathematics has improved, with all teachers planning and delivering sequences of lessons which build up skills and provide useful opportunities to solve problems. Pupils are motivated and work hard, using equipment when needed, to clarify their thinking and help them come to a correct answer.
- Teaching in other subjects is still variable. Science, art, history and geography are all taught well in some year groups but not all in the same year group. For example, art is taught very well in Year 6 and science is strong in Year 3. Leaders rightly identify that they have work to do to ensure consistently strong teaching in all subjects across the school.

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 encouraged to develop resilience so that they are able to keep working at problems and challenging themselves. This attitude is helping pupils to be more successful in their learning.
- Personal, social, health and economic (PSHE) education is taught well. Pupils learn to take managed risks, such as climbing trees and playing with sticks in the playground, in a controlled environment. They learn how to keep themselves safe, including when having access to water, the internet, and roads. Pupils learn to be healthy by exercising and eating well.
- Pupils show respect for each other and for adults. They take turns when working in groups and are encouraging of one another's efforts.
- Leaders promote inclusion by enabling pupils to have a developing understanding of disability. They experience what it is like to use a wheelchair or to be partially sighted, appreciating some of the difficulties people encounter.

- Pupils have the opportunity to compete both within school and with others, and within the community. The school takes part in 'Gosport in Bloom', where previously they have been successful in winning many awards and building a further sense of community.

Behaviour

- The behaviour of pupils is good. They follow the agreed rules and conduct themselves well in lessons and around the school, including at play times. Pupils who struggle to behave well in class are managed well and there is very little disruption to others.
- Attendance of individuals is checked carefully and appropriate action is taken when pupils' attendance falls. Leaders' tracking of the attendance of groups is not quite as systematic.
- The high number of exclusions at the beginning of the year has decreased so that, in the last term, no children were excluded. This reflects leaders' new approach to managing behaviour and working effectively with parents to adapt provision as required.

Outcomes for pupils

Good

- In 2018, end-of-year outcomes were much improved on the previous year. In key stages 1 and 2, attainment was above the national average in reading and mathematics. However, pupils did not make as much progress as they could. This includes some boys, some of the most able pupils, some pupils with SEND, and some disadvantaged pupils. Leaders' work to improve progress and attainment in these areas has resulted in improvements.
- In the specialist resource provision, pupils make very good progress, frequently catching up to their peers. They also make significant progress in their ability to cope with school life. As a result, all of the pupils who left the resource at the end of Year 6 last year transferred to mainstream schools.
- The percentages of pupils who achieved the expected level in the Year 1 phonics check and a good level of development in the early years were both below the national average. This is partially due to the lower ability of some individuals in the year groups and partially due to weaker teaching in some areas. Pupils' work indicates that both of these areas are set to be broadly in line with other schools this year.
- Outcomes in writing are improving. The new approach to teaching writing has resulted in increased enthusiasm from reluctant writers. Although there continue to be inconsistencies in writing, including handwriting and spelling, it is clear from pupils' books that they are making better progress than they were.
- Improvements in the curriculum have led to pupils making good progress in art, science and history. The Year 6 art books demonstrate very high-quality work across a range of media, including collage and drawing. Topic books show that Year 5 pupils are making good progress in history and geography, while Year 2 are making steady progress across all subjects.

Early years provision

Good

- The early years leader ensures that provision in the two classes is good and that children do well. She uses the information gathered when children start at school to plan what they need to do next. Parents are encouraged to be involved in their children's education, and the regular 'stay and play' sessions provide useful opportunities for them to see their children learn.
- Teachers and teaching assistants use their time well to support children's learning and check how well they are doing. They plan activities and lessons that motivate the children and enable them to make good progress. For example, the children were making a 'jail' for their 'police station' using large cubes. The children communicated well with each other, working effectively to build a structure.
- Speech and language are developed well. All staff routinely model and correct children's language, such as 'maked' to 'made'. Consequently, the children are aware, and try hard to use, correct words when speaking to each other and to the adults.
- All areas of learning are catered for in the classroom and outdoor space. Indoors, children wrote about how they would resolve the issue of pollution, which is their class challenge. Outdoors, children wrote about how they are making seeds grow.
- Children access resources for themselves and work well to support each other. For example, in the performance area, one child played music on a keyboard, while others joined in with singing and dancing and playing percussion instruments. Children's independence and confidence, combined with their good literacy and numeracy skills, ensures they are ready for Year 1.
- Adults take good care of children. They know them well and are sensitive to their needs. Children who require additional support for their learning or behaviour are incorporated skilfully into the class so that they can learn and there is no distraction to others.

School details

Unique reference number	131117
Local authority	Hampshire
Inspection number	10088152

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair	Jan Heath
Executive headteacher	Wendy Bolton
Telephone number	01329 280 445
Website	www.bedenham.hants.sch.uk/
Email address	adminoffice@bedenham.hants.sch.uk
Date of previous inspection	10–11 January 2017

Information about this school

- Bedenham Primary is federated with Holbrook Primary. It is larger than the average-sized primary school.
- The school has a specialist unit for pupils with social, emotional and mental health concerns. It caters for eight pupils with education, health and care plans. At the time of the inspection the unit was full.
- The majority of pupils are White British. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are below the national average.
- The proportion of pupils with SEND is above average, as is the proportion of pupils supported by funding through the pupil premium.

Information about this inspection

- Inspectors observed teaching in all classes, often with school leaders.
- Parents' views were gathered through the 56 responses to the Ofsted online survey, Parent View, informal discussions at the beginning of the school day and a telephone conversation with a parent.
- Meetings were held with the headteacher, two governors, senior leaders, teachers, support staff and a representative from the local authority. Inspectors also took account of 26 responses to the online staff survey.
- Inspectors met with a group of pupils, spoke to them informally at breaktime and lunchtime, and listened to them read.
- Inspectors gathered evidence of pupils' progress and attainment from the school's own assessment information and from pupils' work in books and around the school.
- Safeguarding information and processes were reviewed.
- Documentation to support the school's work was considered and evaluated.

Inspection team

Louise Adams, lead inspector	Ofsted Inspector
Deirdre Crutchley	Ofsted Inspector
Alison Ashcroft	Ofsted Inspector

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