

Inspection of Edenbridge Primary School

High Street, Edenbridge, Kent TN8 5AB

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils come to Edenbridge Primary School full of enthusiasm. They are excited to learn and to tackle the challenges of the school's ambitious curriculum. Pupils do well in a wide range of subjects. They are eager to talk about what they have learned.

The school is a happy, welcoming place. Pupils are kind and friendly and they get along well. When they fall out with one another, which happens from time to time, teachers help them to sort this out quickly. Bullying is very rare. It is always taken seriously and dealt with effectively. Pupils are well looked after by staff and they feel safe.

The 'Pioneer Passport' outlines the additional experiences that pupils will take part in during their time at the school. Visits to a farm, theatre, castle and museum, alongside the opportunity to display their artwork in a gallery, all enhance pupils' broader development. Leaders make sure that all pupils benefit from this offer.

Pupils play an active role in the school and the local community. Pupils feel that their contribution and their individuality are valued. They are proud of who they are, and of their school community.

What does the school do well and what does it need to do better?

School and trust leaders have a clear, ambitious vision for the school. This is shared by all staff. The curriculum and the wider opportunities on offer reflect their high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Subject leaders have strong subject expertise. They are passionate about the subjects they lead. School and trust leaders have supported them to plan the curriculum. The content in each subject is logically sequenced, starting in the early years. In most subjects, the changes they have made are now embedded. In these subjects, children and pupils learn well. Teachers explain important concepts clearly. They question pupils well to deepen their understanding. Teachers plan activities for pupils to practise what they have learned and to revisit content in different ways. Pupils build on their prior learning well. They remember the most important knowledge.

In a small number of subjects, leaders have not yet finalised the necessary changes to the curriculum. This means that pupils sometimes find it difficult to make links with what they have already learned. Leaders are well on the way to ensuring that all subjects are of the same high standard.

The phonics programme is well established. There is a consistent approach to teaching children how to read, and teachers do this skilfully. Children get off to a strong start when learning phonics. Teachers in the early years plan enticing

activities, both indoors and outside, for children to practise the sounds they have been taught. Children remember the sounds well. Pupils are confident to apply their phonics knowledge to read unknown words. Over time, their accuracy and fluency improve when reading. Pupils also develop a genuine love of books and reading. By the time they reach Year 6, pupils are confident, fluent readers.

Staff know individual pupils really well. Teachers routinely check what pupils have remembered of the curriculum. They work with leaders and other professionals to identify any barriers to learning, or additional needs, that pupils may have. Staff put in place the right additional strategies for pupils so they can keep up with their learning. The school's nurture provision is used well to provide pupils with SEND the support they need to access the curriculum successfully.

Pupils learn about people from different backgrounds, faiths and cultures. Pupils are respectful of people's differences. This is a school where diversity and difference are welcomed and celebrated. Pupils particularly enjoy discussing and debating 'big questions'. Pupils are respectful of other people's opinions and listen politely.

During lessons, pupils work diligently. They are highly engaged in their learning and find it interesting. Sometimes their excitement for learning can become a little noisy. Staff manage this effectively so that it does not escalate and interrupt learning. Any incidents of poor behaviour are managed well by staff. When necessary, leaders put in place additional strategies to help pupils manage their own behaviour. Leaders also take action to improve pupils' attendance, when it becomes a concern.

Leaders have systems in place to record information about behaviour and attendance. However, they are not currently using these systems as effectively as they could. This means leaders are not making the most of the information to analyse whether the strategies they are using are having the desired impact.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. All staff make pupils' well-being and welfare their top priorities. Staff are vigilant in reporting any concerns to leaders. Leaders are rigorous in their response. They work as a team, coordinating their efforts and pooling their expertise. Leaders ensure pupils and their families get the help they need. Leaders consult with outside professionals when they need specialist advice and support.

In assemblies, and personal, social and health education lessons, pupils learn about the potential risks they face. Pupils know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are not yet using their systems for recording behaviour and attendance as effectively as they could be. This means that they are not always clear whether the actions they are taking are having the desired impact. Leaders need to use their systems to more forensically analyse any trends and patterns that may be emerging and to evaluate the impact of their work. This will help them to bring about further improvements.
- In a small number of subjects, leaders have not yet embedded the changes they have made to improve the curriculum. This means that pupils sometimes find it difficult to make links with what they have already learned. Leaders need to finalise the changes they have made to the curriculum in these subjects and ensure they become embedded quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146081
Local authority	Kent
Inspection number	10241437
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	Board of trustees
Chair of trust	Richard Lockyer
Headteacher	Clare Butcher
Website	edenbridge.kent.sch.uk/kent/primary/edenbridge
Date of previous inspection	Not previously inspected

Information about this school

- The school's predecessor school, Edenbridge Primary School, was judged to be inadequate in November 2017. The school was subsequently sponsored by, and joined, The Pioneer Academy in July 2018.
- The school does not currently use any alternative provision.
- The school runs a breakfast and after-school club.
- The school admits three-year-old children into the nursery provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, staff and pupils. They also met with trust leaders from The Pioneer Academy, representatives from the governing body and a representative from the board of trustees.
- Inspectors carried out deep dives in these subjects: art and design, early reading, history, mathematics, music and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to some pupils read. Inspectors also spoke to leaders about the curriculum in some other subjects.
- To inspect the school's safeguarding arrangements, inspectors met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records. Inspectors also talked to a range of staff and pupils.
- Inspectors met pupils from different year groups to talk about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and through Ofsted's online surveys.

Inspection team

Leah Morgan, lead inspector	Ofsted Inspector
Rosemary Keen	Ofsted Inspector
Max McDonald-Taylor	Ofsted Inspector

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