

# Inspection of Cudham Church of England Primary School

Jail Lane, Biggin Hill, Westerham, Kent TN16 3AX

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Inspection dates: 22 and 23 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	<b>Good</b>

## **What is it like to attend this school?**

Pupils are extremely proud of their school. Pupils here develop into confident, resilient and independent learners. They demonstrate great strength of character. Staff have high expectations of pupils at all times. Bullying is not tolerated and is dealt with seriously by all staff.

Pupils take up many leadership responsibilities across the school. Through democratic processes, pupils are elected as eco-warriors, worship leaders, school council members or heads of school. Pupils' opinions are listened to and form a large part of the school's development plan.

The whole school comes together at breaktimes and shares the playground sensibly. Older pupils enjoy playing with the children in Reception. They model the school's very high expectations and values to them. All pupils enjoy learning outside in the woodland area.

In liaison with pupils, leaders have introduced 'Worldly Wednesdays', an opportunity to hear about cultures and beliefs from around the world. This encourages pupils to treat others with respect and make sure no one is left out.

The personal support that pupils receive here is very strong. All pupils have at least one adult they can talk to if they have worries or concerns. Pupils are safe and are taught to keep safe when online.

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

Leaders have made sure that the curriculum is broad and ambitious for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). They have worked with subject leaders through networks across the trust to ensure that curriculum thinking and sequencing are coherent and take account of mixed-year groups.

Generally, pupils build up their understanding over time. For example, in mathematics, pupils in Year 1 learn subtraction. They revisit what they learned in Reception and practise counting backwards. In Years 3 to 6, pupils link the strategies they know to problem-solving and reasoning. In some subjects where the curriculum has been introduced more recently, it has not shown its full impact on building up pupils' knowledge and skills.

Careful thought has gone into linking the early years curriculum with that of the rest of the school. In early years, staff deliver the curriculum carefully both inside and outside the classroom. Staff know every child extremely well and tailor learning to build on what they already know and can do.

Teachers' subject knowledge is a key strength. They are passionate about the subjects they teach. Subject specialists attend subject-specific training to develop

their expertise further. They know what the end-points are for each year group and plan subject content accordingly. Teachers check pupils' knowledge and recall in each lesson to identify gaps and any misconceptions. They use assessment information to plan future learning. Subject leaders identify practical opportunities for pupils to apply skills and knowledge from one subject in other subjects to help pupils' long-term memory.

Staff are well equipped to identify pupils with SEND. The needs of pupils with SEND are met through carefully thought-through lessons. Where appropriate, specialist practitioners support the needs of pupils with SEND.

Leaders prioritise reading. They introduced in a new phonics programme in September 2022. All staff have received training. Children start learning phonics as soon as they enter Reception. Pupils who fall behind in reading have additional lessons and individual reading support and they catch up quickly. Leaders have ensured that the books pupils read match the phonics they know. Adults who read with pupils encourage them to use appropriate strategies to decode unfamiliar words. Staff promote a love of reading. They have chosen books carefully that promote pupils' personal development as well as classic fiction books.

There is no disruption to learning in lessons. Working relationships between all staff and pupils are positive. Through personal, social and health education, pupils are encouraged to look after their physical and mental health. They are taught about respectful relationships. Staff promote the personal development of pupils at all times. Leaders ensure that all pupils have plenty of access to a wide selection of exciting experiences.

Staff are extremely proud to work here. Despite the additional workload that comes with working in a small school, they said that leaders help them make it manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive safeguarding training regularly throughout the year. Leaders provide regular updates. They understand and are alert to national and local safeguarding issues. Staff report any concerns, and the safeguarding team responds quickly. Leaders work with local authorities and other agencies to make sure that pupils and families receive the support they need.

Pupils are taught how to keep safe when online and to identify possible risks and what they should do to keep safe in a range of different circumstances.

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

### (Information for the school and appropriate authority)

- Recently, leaders have made changes to the curriculum in some subjects. Where the curriculum is at the earlier stages of implementation, leaders must systematically review its impact and ensure that the curriculum leads to the best possible outcomes for all pupils.

## 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

<b>Unique reference number</b>	141896
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10255385
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Giles Lambert
<b>Head of School</b>	Lisa Askew
<b>Website</b>	<a href="http://www.cudham.bromley.sch.uk">www.cudham.bromley.sch.uk</a>
<b>Date of previous inspection</b>	13 December 2017, under section 8 of the Education Act 2005

## Information about this school

- The school has been part of Aquinas Church of England Education Trust since April 2015.
- This school is smaller than the average-sized school with mixed-year group classes.
- The school does not currently use any alternative 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 held meetings with senior leaders. They met with members of Aquinas Advisory Council. They also spoke with the chief executive officer and a trustee.

- Inspectors met with pupils to understand their views about the school.
- Inspectors did deep dives in early reading, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. They looked at behaviour and bullying records and leaders' analysis of these.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils, and parents and carers, including in the responses to Ofsted's online surveys.
- Inspectors considered a wide range of documentation provided by the school. This included curriculum documentation and school policies.

### **Inspection team**

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Hannah Glossop	His Majesty's Inspector

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