

# Inspection of an outstanding school: Bobbing Village School

Sheppey Way, Bobbing, Sittingbourne, Kent ME9 8PL

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Inspection dates:

21 and 22 February 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

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

Pupils are pleased to be part of this happy, calm and harmonious school. They appreciate the many outdoor learning and play activities at lunchtime. Pupils enjoy den-building, the construction zone, dressing up and the reading pod. As one pupil said, 'There is so much to do here.' Pupils feel safe and trust any adult to help them. Bullying is very rare, but occasionally pupils are unkind to each other. When this happens, staff deal with it quickly.

Staff have high expectations of pupils' achievement and behaviour. Pupils learn a broad and balanced curriculum, developing secure knowledge across most subjects. Pupils have positive attitudes towards learning. They try hard and enjoy their work. Around the school, pupils are considerate and show good care for their school environment.

Leaders provide many enrichment and leadership opportunities. Pupils enjoy a range of sporting activities and inter-school team competitions. The school council takes decisions about buying equipment and making improvements to the outdoor space. This makes pupils feel that their views are valued by staff. Pupils have impressively mature attitudes. They have a strong sense of equality, describing people from different faiths, backgrounds, cultures and ethnicities as being equally important.

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

Leaders have carefully considered what pupils need to know and how staff should teach this. They have reviewed and developed the curriculum across most subjects. In some subjects, the curriculum is now strong because the precise knowledge that pupils learn has been clearly identified. Leaders have pinpointed the important vocabulary and how often pupils should revisit the key ideas to develop a deep and secure understanding. Teachers ensure that any pupil misconceptions are quickly spotted and resolved. Pupils achieve well, including pupils with special educational needs and/or disabilities (SEND).

Teachers skilfully adapt the curriculum and give more support to pupils with SEND. As a result, pupils with SEND gain a similar level of success as their peers. In early years, staff provide a stimulating and vocabulary-rich environment. Activities help children develop their language and number skills well. This prepares them well for key stage 1. In a minority of subjects, however, planning does not have the same level of precision as in the strongest. In subjects where the exact knowledge and vocabulary have not been specifically identified, staff do not focus on teaching the important facts as effectively. This means that pupils' learning and recall are less secure.

Staff receive high-quality professional development. The trust shares staff expertise across its schools regularly. Central trust staff train teachers to deliver the curriculum confidently. As a result, teachers develop sound subject knowledge. They are well supported to teach relevant and effective lessons.

Leaders prioritise reading. Responding to a recent dip in achievement in early reading, leaders introduced a new phonics programme. Staff are well trained to deliver the programme and spot any pupils who fall behind. As a result, the gaps in reading knowledge that some pupils have developed are now being reduced. Staff give extra help to pupils who find reading difficult, and this helps them to catch up quickly. Right from the start of early years, children are taught to read. Leaders ensure that books are well matched to the sounds children know. Older children take a real delight in reading often and widely.

Pupils behave well both in class and around the school. In early years, children have settled quickly and are able to manage their feelings with increasing independence. Learning is a top priority for pupils, who show a determined work ethic. If a pupil finds it difficult to behave appropriately, staff use skilful strategies to get them back on track. Learning is rarely interrupted. Pupils accept that some pupils with SEND have behavioural challenges. While most parents and carers endorse the work of the school, a small minority express concerns about pupils' poor behaviour.

Personal, social and health education ensures that pupils are well prepared for the next stages in their lives and life in modern Britain. Pupils learn about healthy relationships, managing money, and physical and mental well-being. Thought-provoking, interesting programmes teach pupils successfully about empathy and understanding. While some after-school clubs are offered, disadvantaged pupils rarely attend. Leaders have therefore started to put on alternative clubs during the school day.

Trustees and leaders keep children's well-being and achievement firmly at the centre of the decisions they make. Leaders are mindful of staff workload and have taken actions to reduce this. Staff are proud to work here. They feel happy and valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and those responsible for governance have created a strong safeguarding culture. Vigilant staff are well trained to spot signs that a child may be at risk and know how to

report concerns. Leaders monitor and follow up safeguarding concerns effectively. They seek support from external partners to help vulnerable children and their families when required. Leaders make thorough and timely recruitment checks on adults working or volunteering in the school. Leaders provide parents with helpful information about internet safety. The curriculum teaches pupils about how to stay safe in the locality, including when online.

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

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

- In a few subjects, leaders have not identified sufficiently precise curriculum content. This means that some teachers do not focus enough on key knowledge. Therefore, pupils do not develop a deep understanding. Leaders should ensure that the curriculum in all subjects is as precisely planned as in the strongest.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in May 2017.

## **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>	140899
<b>Local authority</b>	Kent
<b>Inspection number</b>	10256425
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Neil Peterson
<b>Headteacher</b>	Kelly Brooks
<b>Website</b>	<a href="http://www.timuacademytrust.org.uk">www.timuacademytrust.org.uk</a>
<b>Date of previous inspection</b>	9 to 11 May 2017, under section 5 of the Education Act 2005

## Information about this school

- Bobbing Village Primary School is one of four schools in the Bourne Alliance Academy Trust. The trust has recently grown from two schools to four. It has also changed its name from Timu Academy Trust to The Bourne Academy Trust.
- The headteacher has been in post since 2021. The trust's chief executive officer (CEO) is also the executive headteacher and has been in post since 2019.
- The school runs its own before- and after-school clubs.
- Currently, no pupils use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held a range of meetings with the headteacher, the CEO, school and trust leaders, and teaching and support staff.

- The inspector met with a member of the local governing board and two trustees.
- The inspector carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. The inspector heard pupils read aloud to a known adult.
- The inspector checked a range of policies and documents, including the school's single central record. She also reviewed the school's website and other records regarding the welfare of pupils. The inspector spoke to pupils and staff about safeguarding.
- The inspector spoke to groups of pupils.
- The inspector considered the 52 responses and free-text comments to Ofsted's online survey, Ofsted Parent View. The inspector also reviewed the 46 responses to Ofsted's pupil survey and the 28 responses to Ofsted's staff survey.

### **Inspection team**

Maria Roberts, lead inspector

His Majesty's Inspector

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