

# Pembury School

## Inspection report

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<b>Unique Reference Number</b>	118280
<b>Local Authority</b>	Kent
<b>Inspection number</b>	339181
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Robert Ellis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	399
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Norman Dodd
<b>Headteacher</b>	Catherine Thewlis
<b>Date of previous school inspection</b>	27 February 2007
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors visited 17 lessons and observed 15 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the school development plan, curriculum plans, the school's tracking data showing pupils' progress, teachers' lesson plans, pupils' exercise books and the displays around the school. In addition, the questionnaire responses of 151 parents and carers, 94 pupils and 37 staff were analysed and their views taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils, including those with special educational needs and/or disabilities and those who are gifted and/or talented
- the quality of the curriculum and how well it has been modified to meet the needs and interests of different groups of pupils
- the use of monitoring and evaluation in planning for improvement.

## Information about the school

Pembury is larger than the average primary school. Most pupils are White British and very few pupils are at the early stages of learning English as an additional language. The percentage of pupils eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities is above the national average, and the majority of these pupils have emotional, social and behavioural difficulties. However, the number of pupils who have a statement of special educational need is low. The school has achieved the Active Mark and Healthy School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that is not complacent. Senior leaders have developed good systems for monitoring and evaluating the school's work, and make good use of the accurate information they provide on aspects such as the quality of teaching and pupils' overall performance to plan for improvement.

Children make outstanding progress in the Early Years Foundation Stage, where excellent use is made of the good outdoor areas to enhance learning. Older pupils' current work shows that they make good progress from their various different starting points, but there is a very wide range of attainment in some years, particularly in the final key stage, and overall attainment is average.

Pembury is a very inclusive school where all pupils are valued and well cared for. Pupils' spiritual, moral, social and cultural development is promoted particularly well and consequently they develop strong skills and personal qualities in this cohesive school community. Staff generally use the accommodation and grounds well to support the rich curriculum. However, poor acoustics in one older classroom constrain the range of activities that can be carried out, and the school has not yet successfully resolved this problem.

Teaching is good and improving. Pupils are keen to learn because of the good relationships they have with each other and with the adults who work with them. Teachers provide helpful advice to pupils on how to improve their work but this advice is not always acted on by the pupils or followed up by the teacher, so opportunities to accelerate progress are sometimes missed.

Systems to ensure that pupils are safe are of good quality but the school recognises that staff who have additional responsibilities for safeguarding have not had sufficient up-to-date training.

Accurate self-evaluation and evidence of good progress on the areas for improvement identified by the previous inspection demonstrate a good capacity for sustained improvement.

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

- Ensure that the designated child protection officers complete the necessary planned training and that appropriate succession planning for child protection responsibilities is in place by the end of June 2010.
- Investigate all possible ways to improve the acoustics in the large classroom in the old school building.

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- Provide all pupils with opportunities to act on the helpful advice given by teachers and ensure that this is followed up systematically to aid improvement.

**Outcomes for individuals and groups of pupils**

**2**

Most children make an excellent start in the Early Years Foundation Stage. Progress in Key Stage 1 is good and the standards reached by pupils at the end of Year 2 are on track to be above average this year. Results in previous national tests show that standards reached by the end of Year 6 were around the national average but with some variation from year to year. Observation of pupils in lessons, scrutiny of their work and the school's assessment information show that most pupils are making good progress towards challenging targets. The school is using a range of appropriate intervention strategies to help those who are underachieving or who have more complex learning needs so that they often make better progress than their peers and are closing the gap. Pupils who have special educational needs and/or disabilities are well supported and recent changes to the organisation of support for these pupils have accelerated their progress.

Pupils show that they are keen to do well and they apply themselves well in lessons. Their good behaviour and positive attitudes make a strong contribution to their learning. Attendance is above average and pupils say that they feel safe and enjoy learning. Pupils' spiritual, moral, social and cultural development is outstanding. They support each other and make a positive contribution to this tolerant and caring community as well as the wider community. This enables pupils to develop a good range of skills that will support them in their future lives. Pupils have good opportunities to take responsibility. Pupil leadership roles are highly sought after, and these roles are taken seriously by pupils of all ages. Older pupils make a valuable contribution to the school community by supporting younger children on the playground. Pupils show they understand the importance of adopting healthy lifestyles and participation rates for physical activities are high, reflecting the Healthy School status and the Active Mark award.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Good and sometimes outstanding teaching ensures that pupils are motivated and engaged. Lessons are well organised and generally proceed at a brisk pace. Teachers have high expectations of what pupils can achieve and tasks and activities are increasingly matched to pupils' individual interests and needs. Teachers use a range of strategies to ensure that pupils are active participants in lessons and that all pupils have an opportunity to contribute. Good use is made of talk partners to help pupils develop their understanding of the topic being studied and practise their speaking and listening skills.

The curriculum is reviewed and evaluated regularly and it is increasingly becoming closely tailored to the needs of different groups. The school makes good use of the skills and talents of different pupils, and pupils are encouraged and enabled to understand and celebrate their differences. There is a strong emphasis on personal development and on developing pupils' independence and this enables pupils to become confident learners. A good range of high quality enrichment activities extend the curriculum. The school makes good use of a range of visits and visitors to broaden pupils' experiences and make learning interesting and relevant. Topic work is used to encourage pupils to carry out research into different subject areas, making use of sources of information both in school and at home, and this is recorded in a 'Hands On Learning Book'. This also strengthens the link between learning at home and learning in school.

Arrangements for care, guidance and support make a good contribution to pupils' health, safety and well-being. Systematic monitoring of pupils' progress ensures that pupils who may require additional help, either academic or pastoral, are provided with appropriate support in a timely fashion. Written and oral feedback given by teachers provides sound advice and guidance on how pupils can improve or develop their work, but this is not always acted on by the pupils concerned or followed up systematically by their teacher. The school makes good use of the available accommodation and the outdoor areas are used particularly well to enhance learning. However, the acoustics in one of the classrooms in the old school building are poor and this limits the range of activities that can be carried out. It also has a detrimental impact on pupils who may

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have a degree of hearing impairment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The senior leadership team and the governing body accurately evaluate the effectiveness of the school and move quickly to remedy any weaknesses. Systems for tracking pupils' progress are robust and accurate and the resulting data are analysed to monitor the progress of different groups and set realistic targets for pupils. Governors know the school well and are actively involved in monitoring pupils' progress. They provide a good balance of challenge and support. Pupils are kept safe and they are well cared for. The school's arrangements for safeguarding pupils are good in most respects and almost all staff have had an appropriate level of training to undertake the effective safeguarding of pupils. The designated child protection officers have not completed the additional training that is required, although this is planned to take place soon. Consequently, the effectiveness of safeguarding procedures is satisfactory rather than good.

The school is a happy and cohesive community and it maintains a good partnership with parents and carers. It promotes equality of opportunity in an exemplary fashion and community cohesion well. Stereotypical views are challenged and the promotion of equality underpins the school's work at all levels. There are good links with external agencies to meet the needs of pupils and overcome barriers to learning. The school knows the local area well and pupils play an active part in community activities. For example, pupils recently participated in traditional maypole dancing on the village green. The school is effective at looking beyond its own community and has forged links with other schools at national and international levels. These links make a strong contribution to pupils developing an understanding of the cultures and beliefs of other communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join the Reception Year with skills and understanding that are broadly at the levels expected nationally for children of their age. Outstanding teaching ensures that all children, regardless of their starting points or background, make outstanding progress in all areas of learning. Adults ensure that children feel safe and are happy in an attractive and well-resourced learning environment. Children demonstrate that they are confident, able to share equipment and wait their turn, behave well and work together harmoniously. High quality observations and assessment inform day-to-day planning and children's programmes are carefully planned to provide interesting and stimulating activities, which engage children with their learning and enable them to make rapid progress. There is a good mix of activities that are selected by the children and those that are adult led. The Early Years Foundation Stage is very well led and managed. Procedures to ensure children's safety are embedded and routines are well established and understood by adults who work in this area. Requirements to ensure children's safety are fully met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Most parents and carers are very positive about the school. They feel that their children are kept safe and enjoy school. A very small minority of parents expressed concerns about the security of the site and a similar proportion felt that communication between the school and home could be improved. Inspectors explored both these issues, and



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found that the school does a good job of keeping pupils safe despite some training needs, and that it communicates with parents appropriately and takes account of their views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pembury School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 151 completed questionnaires by the end of the on-site inspection. In total, there are 399 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	64	51	34	4	3	0	0
The school keeps my child safe	74	49	68	45	8	5	0	0
The school informs me about my child's progress	47	31	95	63	6	4	1	1
My child is making enough progress at this school	49	32	86	57	13	9	2	1
The teaching is good at this school	50	33	88	58	7	5	0	0
The school helps me to support my child's learning	41	27	93	62	14	9	1	1
The school helps my child to have a healthy lifestyle	65	43	85	56	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	24	96	64	8	5	0	0
The school meets my child's particular needs	40	26	99	66	10	7	0	0
The school deals effectively with unacceptable behaviour	37	25	87	58	22	15	1	1
The school takes account of my suggestions and concerns	41	27	82	54	19	13	3	2
The school is led and managed effectively	62	41	75	50	9	6	1	1
Overall, I am happy with my child's experience at this school	69	46	76	50	6	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2010

Dear Pupils

Inspection of Pembury School, Pembury, TN2 4EB

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us about your school and those who completed our inspection questionnaire. We found that the school provides you with a good education.

Many of you told us how much you enjoy school and that you feel safe and well cared for. We agree that the school looks after you well, and most of you are making good progress in your learning.

Here are some of the best things about the school.

- You like learning and you get on very well with each other.
- You are given good support to help you to develop as responsible young people.
- Everyone is valued and respected
- The adults who are responsible for running your school have good ideas about how to make it a better place for learning.

Here are the things that need to be improved.

- Some of the adults who look after you who have special responsibilities need extra training to make sure they know even more about keeping you safe.
- We want the school to make it easier for those of you who have lessons in the old school building to be able to hear each other better.
- We want you to have time to think about the advice teachers give you and use it to improve and develop your work  you can help here by trying really hard to make the best possible use of this extra time and teachers' advice.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

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