

Edenbridge Primary School

Inspection report

Unique Reference Number	118554
Local Authority	Kent
Inspection number	339241
Inspection dates	9–10 June 2010
Reporting inspector	RICHARD POTTS

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	CR Cain
Headteacher	Dr R Addison
Date of previous school inspection	13 June 2007
School address	High Street Edenbridge TN8 5AB
Telephone number	01732 863787
Fax number	01732 863171
Email address	headteacher@edenbridge.kent.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The majority of the time during the inspection was spent looking at learning. The inspectors saw 15 teachers at work in 16 lessons. They held meetings with governors, staff and pupils. Inspectors observed the school's work and looked at pupils' books, information on pupils' progress, safeguarding and a number of other documents. Questionnaires from 59 parents and carers, 29 staff members and 51 pupils were also scrutinised.

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

- how successfully the school is embedding and sustaining higher attainment and achievement
- the consistency in the quality of teaching and learning across the school
- how well leaders and managers at all levels are driving school improvement.

Information about the school

Edenbridge is larger than the average primary school and has a Nursery class. A Children's Centre has been established on the site, together with extended provision offering out-of-school care. These facilities are not managed by the governing body. Most pupils (88%) are White British, with the remaining 12% from a variety of other cultural and ethnic backgrounds, including Gypsy/Roma and Travellers of Irish heritage. The proportion of pupils with special educational needs and/or disabilities is above the national average. The number of pupils on roll has fallen since the previous inspection. Over the last two years several new senior leaders have joined the school, including the deputy headteacher.

The school has received several awards, including Investors in People and Healthy School status, the Activemark and Silver Eco 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?

3

The school's capacity for sustained improvement

2

Main findings

Edenbridge Primary School is a satisfactory school that is improving securely and quickly as improvements in teaching and the curriculum take effect. Almost half the teaching staff and many of the subject leaders have been appointed since the previous inspection, and this has brought about significant improvements in provision. New and effective procedures for identifying and meeting pupils' learning needs ensure that they make at least satisfactory progress, and in many cases it is now good. Over 80% of pupils in the current Year 6 are now on track to attain the nationally expected Level 4 in English and mathematics, as against 46% in 2009.

Pupils enjoy coming to this caring school. They were keen to tell inspectors about the interesting things they do and said that 'all the adults look after us and help us when we're stuck'.

Children make a good start to their education in the Early Years Foundation Stage, where their needs are met well through the imaginative and stimulating curriculum and good-quality teaching. In the older year groups satisfactory teaching builds on this solid foundation so that pupils, including those with special educational needs and/or disabilities, make steady and accelerating progress as they move up the school. Teachers plan interesting activities and every lesson has a clear goal, although assessment information is not used consistently well to adjust tasks for pupils' differing abilities, so that a few sometimes make less progress than they should. Teachers mark work regularly, but do not always make clear what pupils need to do next to improve their work. Individual education plans for pupils with special educational needs and/or disabilities have been reviewed to ensure that they underpin effective teaching and support.

The new leadership team has moved swiftly and with determination to address a legacy of underperformance. Attainment had been low for several years but is now in line with the national average in Year 6. Attainment is not as high in Key Stage 1, where pupils' limited use of vocabulary adversely affects the quality of their writing.

Pupils say that they feel safe in school because of the good care, guidance and support provided by the adults. A revised approach to behaviour management has resulted in fewer exclusions and created a purposeful learning environment in most classrooms. Newly introduced procedures to address persistent absence among a few pupils have led to a sharp increase in attendance, and the challenge to the school is now to ensure that this improvement is sustained.

Good procedures for self-evaluation and monitoring teaching and learning enable effective leaders to identify and address weaknesses and to drive forward improvement.

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Strategies to accelerate pupils' progress and to raise their attainment have had a significant impact and demonstrate good capacity for further improvement. Leaders are aware that teaching across the school is not yet consistently good enough to ensure that all pupils make good progress.

What does the school need to do to improve further?

- Raise attainment at Key Stage 1, especially in writing, by ensuring that every opportunity is taken to consolidate and extend pupils' vocabulary.
- Ensure that teaching is consistently good across the school by:
 - using assessment information more effectively to adjust tasks to pupils' differing abilities
 - enabling pupils to judge how well they are doing and how they can improve their work.
- Consolidate the recent improvements in attendance by working closely with parents to ensure they appreciate the link between regular attendance and educational success.

Outcomes for individuals and groups of pupils

3

The work seen in lessons and in pupils' books confirmed that attainment is now broadly average by the time pupils reach Year 6. All pupils, including those with special educational needs and/or disabilities, are making satisfactory overall progress during their time in school. The school has overhauled its systems for tracking pupils' progress, and this is resulting in better-targeted teaching and rapidly improving progress. Underachievement has been successfully tackled, although progress remains uneven between lessons and subjects and the school recognises that attainment in writing at Key Stage 1 is not yet high enough. Overall, pupils develop satisfactory literacy and numeracy skills and are adequately prepared for the next stage of their education and later life.

Pupils are well motivated and try hard in most lessons because of the variety of interesting activities that teachers prepare for them. For example, in one mathematics lesson, pupils enjoyed the challenge of building a spacecraft to hold the greatest number of aliens while using the smallest amount of materials. However, activities are not consistently well matched to pupils' differing learning needs, and as a result some pupils do not learn quickly enough. In another whole-class mathematics lesson about reading information from a line graph, for example, the less-able pupils struggled to understand the numbers, while the more able found the task too easy. Good relationships between staff and pupils have brought about an improvement in pupils' behaviour and readiness to learn. Pupils are good at cooperating when working in small groups. A few pupils make insufficient progress because they do not come to school as frequently as they should.

Pupils' social, moral, spiritual and cultural awareness is good. They reflect on the views

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of others and are tolerant of their attitudes. They have a keen sense of right and wrong and are skilled at solving moral issues. Pupils enjoy taking part in a wide range of cultural experiences. The visit by a group of German students raised pupils' awareness of cultures other than their own, and the school has firm plans to further extend their knowledge of cultural diversity in Britain. Pupils make a good contribution to the local community and are involved extensively in charitable work. The school council is proud of its contribution to improvements in the playing areas. The awarding of Healthy School status and the Activemark shows the extent to which pupils develop a healthy lifestyle, and the Silver Eco award reflects their good environmental work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teachers make clear what each lesson is about and use their satisfactory subject knowledge to provide a range of interesting activities. Assessment procedures have been strengthened and are providing a satisfactory basis on which to plan next steps. Teachers question pupils well to check what they have learned and to encourage deeper thinking, but they do not always adapt the curriculum to pupils' differing needs. As a

¹ 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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result, the work is occasionally too difficult or too easy for some pupils. This is a particular weakness in Key Stage 1, where staff also sometimes miss opportunities to develop pupils' limited range of vocabulary in order to support their writing skills.

Information and communication technology is well used to support teaching and allows pupils to extend their learning. Marking is carried out regularly and serves to encourage pupils to try hard, but it does not always show them what the next steps in their learning might be and what they need to do to improve their work. As a result, pupils are not always confident in how they can drive forward their own learning.

The school has a broad, balanced and imaginative curriculum, complemented by a good range of additional activities. The pupils enjoy a wide range of extra-curricular opportunities and there is a high degree of take-up. These complement the learning in lessons and contribute to pupils' enjoyment of school. Links between the various subjects are well developed and planning ensures a systematic progression in pupils' skills and knowledge. Cross-curricular provision in literacy, numeracy and information and communication technology effectively promotes learning. Provision for pupils with special educational needs and/or disabilities has been reviewed so that pupils who are not making enough progress are given extra help. Teaching assistants are used effectively to support pupils' learning and well-being and make a positive contribution to their progress. Edenbridge is a deeply caring school and has developed strong and effective pastoral support for all pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the strong and determined direction of the headteacher, the leadership team works well to drive the school's improvement. A legacy of underperformance has been effectively addressed, expectations in most classes are high and the staff have been galvanised into a cohesive team that has earned its Investors in People status. There is a shared and realistic understanding of the priorities for development and leaders use a wide range of monitoring information to evaluate progress and to drive the school forward swiftly. Regular and accurate tracking of pupils' progress enables leaders to identify quickly dips in performance and to rectify them effectively. The governing body is engaged to a high degree in planning the school's next steps. Governors are fully involved in evaluating the school's performance, and rigorous in ensuring the safety and welfare of staff and pupils. At the time of the inspection, the school's safeguarding

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arrangements were found to be exemplary. Governors demonstrate commitment and determination in challenging and supporting the school, as it improves securely and swiftly.

Relationships between parents, carers, external agencies and the school's leaders are good, so that there is coherent support for those who need it, both inside and outside school. The school is very aware of the different cultural and ethnic groups it serves and ensures that there is no discrimination. For example, themed days complement the extended work with the Gipsy/Roma and Travellers of Irish heritage communities to develop pupils' knowledge of cultural diversity and effectively promote community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children join the school working below the levels expected for their age group, but they make good progress in the Nursery and Reception classes. Children work together happily and sensibly and are good at taking the initiative in their learning. One child, carefully digging in the sand, exclaimed, 'See what I've found? ants!', which prompted lively discussion and spontaneous learning for many of the others. Children's interests are stimulated well by a carefully planned balance of topics and activities that are closely matched to their learning needs. Members of staff successfully enable children to become confident, well-behaved and purposeful learners. Assessment is used well to identify gaps in the children's learning and to adapt the curriculum. Leaders monitor the progress of individuals well and analyse the information carefully to ensure

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that all groups and individuals make good progress in all the areas of learning. Links with home are developing satisfactorily, though this remains a priority in the school's development planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are pleased with the changes in the school in recent years, and are particularly pleased with the way their children enjoy school and the progress they make. A small minority of parents and carers who replied to the Ofsted questionnaire expressed concerns over the way the school deals with unacceptable behaviour. The inspection team found that, in the overwhelming majority of cases, behaviour was well handled and that the revised procedures were working effectively. Senior leaders and governors agree that behaviour is much improved and that the school is now well placed to deal with those very few pupils who have yet to develop a positive attitude to learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edenbridge Primary 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	46	31	53	0	0	1	2
The school keeps my child safe	24	41	32	54	1	2	1	2
The school informs me about my child's progress	27	46	28	47	3	5	1	2
My child is making enough progress at this school	24	41	33	56	1	2	1	2
The teaching is good at this school	20	34	37	63	1	2	1	2
The school helps me to support my child's learning	20	34	36	61	2	5	1	2
The school helps my child to have a healthy lifestyle	22	37	35	59	1	2	1	2
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)	17	29	33	56	1	2	1	2
The school meets my child's particular needs	19	32	38	64	1	2	1	2
The school deals effectively with unacceptable behaviour	11	19	26	44	16	27	3	5
The school takes account of my suggestions and concerns	14	24	37	63	5	8	1	2
The school is led and managed effectively	11	19	42	71	1	2	2	3
Overall, I am happy with my child's experience at this school	15	25	42	71	1	2	1	2

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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 June 2010

Dear Pupils

Inspection of Edenbridge Primary School, Edenbridge, TN8 5AB

Thank you for being so helpful and friendly during our visit. We are pleased that you enjoy coming to school. We found that your school gives you a satisfactory education.

These are some of the best things about your school.

- You learn quickly in the Nursery and Reception classes.
- You enjoy school and are good at keeping safe and healthy.
- We agree with you that you are learning increasingly well in lessons.
- The adults are kind and caring and plan interesting things for you to do.
- Your headteacher and the other leaders and governors are doing a good job and know what needs to be done next to make the school better.

These are the things we have asked your school to do next to improve:

- make sure that teachers always give you work that is neither too hard nor too easy, and show you how you can improve your work
- help you to make more progress in Key Stage 1, especially in your writing
- work with your parents to make sure that you all come to school regularly.

Thank you again for talking with us about your school and showing us your work. You can help your teachers by making sure you always listen carefully to their advice about how you can do better work.

Yours sincerely

Richard Potts

Lead inspector

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