

# Bedenham Primary School

## Inspection report

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<b>Unique Reference Number</b>	131117
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	360214
<b>Inspection dates</b>	13–14 September 2010
<b>Reporting inspector</b>	Patricia (Tricia) Davies

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>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynette Hobbs
<b>Headteacher</b>	Tracy Potter
<b>Date of previous school inspection</b>	10 July 2008
<b>School address</b>	Bridgemary Avenue Gosport PO13 0XT
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors saw nine teachers during their visits to 14 lessons. They held meetings with staff, pupils and governors and met with a representative from the local authority. Inspectors observed the school's work, and looked at assessment and attendance information, pupils' work, curriculum planning and documentation relating to safeguarding, monitoring and the school's planning for improvement. They scrutinised 51 questionnaires received from parents and carers and others returned by pupils and staff.

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

- The impact of work to raise achievement in writing, particularly by Year 6.
- The success of strategies for managing challenging behaviour and to reduce the need for exclusion; and to improve punctuality and attendance.
- The effectiveness of work to improve teaching and develop cross-curricular opportunities, extending the application of basic skills and increasing the level of challenge, especially for the more able.
- The degree to which developments to assessment practices have increased the rigour of monitoring and extended accountability for improvement across staff and within governance.

## Information about the school

Bedenham is similar in size to many other primary schools. Most classes contain pupils from one year group, although two age groups are sometimes placed together to accommodate variations in numbers. The vast majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is well above average. There is a small unit at the school that has places for up to seven pupils with behavioural, emotional and social difficulties. All these pupils have a statement of special educational needs. Children enter the Early Years Foundation Stage at the start of the Reception year and are currently taught in one discrete class. There is a children's centre close to the school, which is not run by the governing body. This facility was, therefore, not part of this inspection. The school holds the Healthy School award.

The current headteacher joined the school in January 2009. Three members of staff are new to the school this term and include those who are newly qualified. The deputy headteacher has returned from working in another school for two terms. Most members of Year 6 were not in school during this inspection as they were away on a residential trip.

**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

Bedenham Primary gives its pupils a sound education, such that achievement is satisfactory. Nevertheless, there are important strengths in its work and outcomes and, importantly, convincing evidence of much improvement in key areas. Crucially, while remaining variations in learning and progress mean that both are satisfactory, rather than good, they have accelerated a great deal. As a result, attainment in English at Year 6 has lifted from previously low levels to broadly average standards, matching those for mathematics and science. A number of factors have contributed to academic improvements. In particular:

- developments to assessment practices, closely involving staff and giving them more detailed information for planning activities in lessons and for setting challenging academic targets
- focused attention to improving pupils' writing skills and, crucially, their enjoyment of this activity.

Underpinning the school's increasing development are high expectations and a keen determination to do well, generated at the top and shared by staff as a whole. Careful monitoring and swift attention to any shortcomings have improved the practice of individual teachers. Consequently, while the quality of teaching varies, it is never less than satisfactory and much is good. Perceptive evaluation, together with a close analysis of assessment information, means that the school has a very clear view of its priorities, and is taking action on them all. The combination of these factors point to the school being well placed to maintain the good pace of improvement it is already demonstrating. In some cases, and at the very start of a new school year, initiatives are at an early stage and have had little chance to make a measurable impact. This is true, for example, of new curriculum plans, aimed at giving pupils more opportunities to apply and practise literacy, numeracy and information and communication technology (ICT) skills across a range of subjects in order to extend their proficiency in these subjects. The school is also continuing its work to:

- ensure that all lessons contain good levels of challenge for all ability groups, including the more able
- refine its assessments further, so that all groups of pupils are tracked closely, although this is not yet fully developed for those with special educational needs and/or disabilities at each level of support.

Strong pastoral care remains at the heart of the school's work, benefitting pupils in mainstream classes and the unit. As a result, and almost without exception, pupils feel safe at school. Attendance and punctuality have increased, giving greater opportunity to learn, and pupils' good health is well attended to. Sensitive and effective management

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of challenging behaviour means that pupils in the unit are enabled to move gradually into classes in the main school and so gain even more from their education. In all this work the governing body gives committed support, and is increasingly questioning and challenging the school's work and outcomes. It is well aware of its duties in relation to community cohesion and now plans to extend links wider afield to give pupils a greater understanding of cultures and faiths represented beyond the local community.

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

- Secure consistently good and better progress across year groups, by
  - always matching work closely to pupils' needs and abilities, including the more able
  - promoting high expectations of presentation and handwriting
  - extending pupils' vocabulary and providing more opportunities for pupils to explain their ideas and thinking
  - giving detailed feedback on how pupils can improve their work.
- Implement new curriculum planning to ensure wider opportunities for pupils to
  - apply and practise literacy, numeracy and ICT skills
  - experience imaginative and creative ways to learn.
- Refine assessment of the performance of different groups of pupils, particularly those at different levels of support for special educational needs and/or disabilities.
- Extend pupils' understanding of cultures and faiths represented beyond their local community.

**Outcomes for individuals and groups of pupils****3**

Broadly average attainment in English at Year 6, as well as in mathematics and science, represents a real move forward for the school. This level was reached by last year's Year 6, and similar standards are replicated in the current Year 6 group. Improvement in this subject includes a much greater proportion reaching the higher Level 5. This success illustrates the faster rates of progress pupils make across the board, especially during Year 6. Pupils' attentiveness and interest, and their good behaviour, make an important contribution to their learning during lessons. Pupils listen carefully and concentrate hard to get their work right. There is some occasional noisiness when moving from one activity to another, but it is short lived. An enthusiastic 'Yes!' on being told what they are doing next illustrates their positive view of learning. Interest in writing has been considerably enhanced by some high profile projects that inject fun into this activity.

A good start in Reception boosts children's attainment early on and helps to ensure that attainment has already lifted into the broadly average range by Year 2. The attainment of last year's Reception group was well below expectations when they started, related particularly to their language and literacy skills and to personal and social development. The personal and social skills of this year's group are further forward and closer to

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expectations for children of this age. These skills have been promoted well through a comprehensive introduction to school, so that staff are already moving swiftly into the academic areas of learning. Nevertheless, the school is well aware that progress across year groups is still uneven and that there is not yet quite enough good and better progress to lift achievement beyond its current satisfactory position. The progress of pupils with special educational needs and/or disabilities, including those in the unit, is also satisfactory. Well-focused support from teaching assistants during lessons helps these pupils keep up with the activities of others. However, their academic outcomes are not tracked as closely as are other groups in order to pick up and act on any variations in progress between pupils at different levels of support.

A good take-up of physical activity and initiatives to encourage healthy eating, some generated by the pupils themselves, show a strong understanding among pupils of the benefits of keeping fit. Indeed, the school council in particular has promoted a number of projects, from the 'Trim Trail' to 'Fat-free Friday', that reflect a care for the school's community and a sense of responsibility towards others. Pupils report no bullying at playtimes and say that any issues with behaviour tend to occur when anger sometimes slips out. These strong attributes, combined with satisfactory academic achievement, provide useful support for the future. Pupils' first-hand experience of traditions and ways of life beyond their own experience □ in order to prepare them for moving out into the wider world as they grow up □ are relatively weaker aspects of their personal development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<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>3</b>

<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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<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>3</b>  3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Much hard work is going into improving provision. Some of it has already been successful, whilst other projects are at varying stages of development. The most significant improvements have been to assessment and these have greatly lifted expectations of what pupils can and should achieve. Teaching is often good and it is here that the impact of this information is seen in tasks well matched to pupils' abilities, ensuring that more-able pupils progress well. Where teaching is satisfactory, rather than good, the work is appropriately set, but more generally focused on the group as a whole. Pupils respond well when asked to explain their thinking in mathematics, or explore a number problem, but more demanding activities of this kind are not yet common to all lessons, and opportunities are sometimes missed to extend vocabulary. The school is also aware of the need to develop assessment further. It has just launched a new policy for marking to make sure that comments routinely gives pupils the pointers they need for making work better. In particular, there is limited attention to the quality of handwriting and presentation, which are too often untidy. Where handwriting has already been tackled at Key Stage 1, progress has been good; presentation is also of a good standard in Year 6.

New curriculum planning links subjects together so that pupils have greater opportunities to use basic skills. This work is also planned to inject more creativity into everyday lessons in order to lift their effectiveness to a higher level. Imaginative elements are already present in the wide and very popular range of extra-curricular and additional activities. These include sports coaching, master classes in mathematics at the local secondary school and clubs as diverse as astronomy and recycled fashion. An annual performance competition □ the 'Rock Challenge' □ has proved to be a particular achievement, with pupils taking first place last year.

Multi-agency work is extensive, both to aid pupils in the unit and vulnerable pupils within the school. There is a consistent approach to managing behaviour across all classes and strategies for handling the most challenging behaviour are reducing the need for exclusion. This approach enables pupils in the unit, for example, to be integrated effectively and quickly back into the group, so limiting what is missed. Changes to practices for encouraging good attendance and punctuality have resulted in a steady reduction in late arrivals at school and lifted attendance to a broadly average percentage.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

There is a strong sense of purpose and tenacity in the school's leadership, which starts with the headteacher and is reflected in the enthusiasm and determination of other senior leaders and staff as a whole. Responses to their questionnaire show staff to be overwhelmingly positive about the school's work. Careful monitoring, supportive guidance and swift attention to any shortcomings have improved teaching, and newly qualified staff receive close support.

Leadership skills have been carefully grown, with good use of expertise from the local authority. Staff have responded well, undertaking their own evaluation and planning. Indeed, partnerships in general, including those with local schools, greatly aid pastoral and academic work. A wide range of monitoring activity and its close analysis of data gives the school a strong understanding of its effectiveness and where to place its attention. Improvement is well paced, with little that has not been identified already and in the process of development, even if it is at its very initial stage. Whilst improving achievement marks out the school's success to date, the school knows that it has further to travel to secure consistently good progress and equal opportunities for all.

Governance has also moved forward. The governing body receives plenty of information and is, therefore, valuably placed to explore the school's performance. Statutory duties are fulfilled. For example, safeguarding arrangements are good, with careful vetting of staff, comprehensive risk assessment and attention to training and first aid. The governing body is also aware of where they need to develop their role and responsibilities further. For instance, while there are visits into school, these are not yet systematically focused on gathering information. Training has been used well to increase governors' understanding of community cohesion. In order to extend this aspect the school is already initiating links with a school in Spain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	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>3</b>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Happy, confident children, keen to explore their extensive classroom and outdoor areas on their very first official day at school, illustrate the strength of the Reception class, including its care for children's welfare. It was clear from children's positive response to adults and each other and the quiet and sustained concentration of many, that children this year have benefitted from increased liaison with the children's centre and pre-school groups, a much extended programme of visits into school and more contact with parents. The school reports that parental involvement has gone well and this view is endorsed in the comment of one who wrote, 'My daughter is starting Monday in Year R and I am so happy and relaxed as a parent that she is going to be cared for well by a very friendly and professional team.'

Such was their good start that staff quickly introduced more directed activity in small groups with children on their second day. Opportunities were taken for assessment, and to initiate routines for gathering together, taking responsibility for clearing up and for recording their achievements. Learning was just sometimes interrupted where more noisy activities inhibited concentration and discussion. In addition, role play areas have not yet been fully developed to reflect and stimulate interest in the topics children are to follow in the coming weeks.

Children last year gained much from a drive to tackle weaknesses in early language and literacy skills. Writing projects, such as one about traditional stories, enabled children to plan, develop and refine their ideas. Feedback from the children showed that they had many more opportunities to write than before, that it was fun and, importantly, that they were aware that they were getting better at it!

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Responses from parents represent a small minority of possible returns. These indicate that parents are generally positive about the school and all agreed that their children enjoy school and are kept safe. Written comments contained a mix of views, including some that were very appreciative of the school's work. Some individual concerns were also noted. No strong trends of anxiety arose, but the most common concerns were to do with communication and, to a lesser extent, about behaviour. This inspection found that the school is keen to establish greater communication and involvement with parents. For example, it has sought to introduce a parents' council, but with limited success. More contact with parents to help prepare children for coming into Reception and to give these parents activities to do with their children at home, has been fruitful and allowed for the sharing of information. The school sees this approach as a good way forward. At the time of this inspection behaviour was found to be good and promoted well by staff. This evidence was endorsed by pupils during discussion.

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

Ofsted invited all the registered parents and carers of pupils registered at Bedenham 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	61	20	39	0	0	0	0
The school keeps my child safe	25	49	26	51	0	0	0	0
The school informs me about my child's progress	23	45	24	47	3	6	0	0
My child is making enough progress at this school	25	49	22	43	2	4	0	0
The teaching is good at this school	25	49	23	45	3	6	0	0
The school helps me to support my child's learning	23	45	24	47	4	8	0	0
The school helps my child to have a healthy lifestyle	23	45	27	53	1	2	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)	21	49	21	41	3	6	0	0
The school meets my child's particular needs	24	43	24	47	5	10	0	0
The school deals effectively with unacceptable behaviour	28	35	28	55	5	10	0	0
The school takes account of my suggestions and concerns	23	39	23	45	7	14	0	0
The school is led and managed effectively	29	39	29	57	2	4	0	0
Overall, I am happy with my child's experience at this school	25	45	25	49	2	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



15 September 2010

Dear Pupils

Inspection of Bedenham Primary School, Gosport PO13 0XT

Thank you very much for making us so welcome when we visited your school. We enjoyed watching your lessons and talking to many of you. This letter is to tell you about some of the things we found out about your school. Yours is doing all the things that schools are expected to do, so that your progress is satisfactory overall. However, there have been some important improvements and, as a result, your progress is getting faster. Your writing, for example, has got much better and some of you have said that you can see the difference. All the adults in school, and the governing body too, are working hard to move things on.

Here are some other things we found out about your school.

- Your good behaviour in lessons and your interest and hard work also play an important part in your learning.
- You work even harder and enthusiastically  and make good progress  when you are challenged to do your very best and have the chance to explore and explain your thinking, although these opportunities do not yet happen in all lessons.
- Staff take good care of you so that you feel safe.
- You have the chance to take part in a wide range of activities, like clubs, sport and events like the 'Rock Challenge', and very many of you join in.

These are the things your school has been asked to do to make it even better.

- Make sure that you all make at least good progress by matching work well to your needs, ensuring your work is tidy, giving you lots more opportunities to think about and discuss ideas and by giving you advice about how to improve.
- Give you more chances to use your literacy, numeracy and ICT skills in other subjects and more opportunities to learn in imaginative and exciting ways.
- Track everyone's progress very carefully.
- Help you to understand more about the different ways people live in other parts of this country and beyond.

Wishing you all every success for the future.

Yours sincerely

Patricia Davies

Lead inspector

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