

Tubbenden Primary School

Sandybury, Orpington, Kent, BR6 9SD

Inspection dates

5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- From starting points in the Reception class which are similar to those expected for their age, pupils make good progress so that by the time they leave the school in Year 6 standards are above average.
- Disabled pupils and those who have special educational needs receive very good support so that they can achieve well and catch up with their peers. Pupils in the school's additionally resourced provision for severe and complex needs also make good progress.
- Teaching and learning across the school are good. Teachers know the pupils well and have very secure working relationships with them so that they are keen to do their very best.
- Pupils feel safe in school and say that adults take good care of them. Behaviour is often very good in class and throughout the school where there is a vibrant climate for learning.
- The governing body and the school's senior leaders have a good understanding of the school's strengths and areas for development. They have acted with rigour to improve the quality of teaching and achievement since its last inspection and have the drive and ambition to continue to make the school even better.
- The school's caring atmosphere promotes pupils' spiritual, moral, social and cultural development. As a result, the school is a happy and calm community.

It is not yet an outstanding school because

- At times, teachers' introductions in lessons are too long and do not allow sufficient time for pupils to get on with individual or group work.
- Teachers' expectations are not always high enough and they do not check regularly enough on pupils' progress as lessons unfold so that any adjustments can be made when necessary.
- Teachers do not always make the best use of questioning and tend to only ask a few volunteers.

Information about this inspection

- Inspectors visited 40 lessons or parts of lessons. Two of these were jointly observed with members of the senior leadership team.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined the 114 responses on Parent View (the government's website for parents' and carers' views of schools), read letters addressed to them directly and took into account the outcomes of a staff survey.
- A telephone discussion was held with a member of the local authority's advisory staff.
- A formal discussion was held with pupils.
- Inspectors examined progress data and other school documentation, including safeguarding information.
- The lead inspector held a discussion with four members of the governing body.
- Inspectors held discussions with parents and carers of pupils at the school and with members of the school staff.

Inspection team

Tim McLoughlin, Lead inspector	Additional inspector
Lynda Walker	Additional inspector
Bryan Meyer	Additional inspector
Noureddin Khassal	Additional inspector

Full report

Information about this school

- The school is above average in size and is a three-form entry primary school. There are about equal numbers of boys and girls.
- The school has an additionally resourced provision for pupils with special educational needs which is comprised of two classes for pupils with severe and complex needs in both Key Stages 1 and 2. The school has 20 pupils in this provision.
- A small number of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is below average.
- There are fewer pupils from minority ethnic groups than in most schools of this size.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - making sure that teachers have consistently high expectations of all pupils
 - systematically checking pupils' understanding throughout lessons so that they can step in and adjust the pitch of teaching when it is needed
 - sharpening and shortening the introductions in lessons so that more time is allowed for group and individual work
 - improving the quality of questioning so that more are open and invite extended and thoughtful answers selected from pupils of all abilities and not just those who volunteer.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the welcoming and stimulating Reception classes where excellent use is made of the well-resourced outside area. They join the school with skills and abilities generally in line with those expected for their age. From this point they make rapid progress and enter Year 1 with the skills needed to access the more formal work done in Key Stage 1.
- Pupils in the additionally resourced provision make good progress as a result of the targeted support they receive. Pupils from minority ethnic backgrounds make good progress, especially those who join the school with English as an additional language, who make very rapid progress.
- Pupils enjoy reading widely and often. Younger pupils make a good start with their reading skills due to the good teaching of the sounds that letters make (phonics) and this creates a solid foundation for further learning.
- Pupils make the best progress in Key Stage 2 because teachers know their pupils very well, create a positive climate for learning and build on skills previously taught. This strong rate of progress relates closely to the quality of teaching.
- Pupils achieve well across different subjects. For instance, in an effective lesson in a Year 5 class pupils were using music as a stimulus to create their own narrative poems having previously studied the work of *The Highwayman* by Alfred Noyes.
- Pupils known to be eligible for the pupil premium receive tailored support both in class and individually including through the work of a recently appointed teacher to provide individual support. As a result, the attainment of pupils known to be eligible for free school meals is similar to their peers and is well above that seen nationally by the time the pupils leave Key Stage 2. This is because the school makes effective use of the funding to support them in all years. In mathematics and English this additional input means that these pupils are making five terms' progress in the space of each three-term year.
- Disabled pupils and those who have special educational needs make similarly good progress to their peers. This is because teachers know these pupils well and plan work to meet their needs. They direct the work of the large number of teaching assistants effectively so that they also make a valuable contribution to learning.
- Pupils' spiritual, moral, social and cultural development is a very strong feature of the school as pupils reflect on aspects of spirituality within learning. In a lesson in Key Stage 2 pupils listened thoughtfully to a pop song about space exploration to help them evoke images of what it might be like to be the astronaut floating out into space.

The quality of teaching is good

- In the Reception classes, activities planned for the children are based around broad themes, for example *The Rainbow Fish*, which help to captivate the children's natural interest and curiosity. They make good progress in all areas of their learning and adults work well with children in developing basic skills.
- Teachers manage their classes well. However, teachers sometimes take too long in introducing the lesson which then leaves too little time allowed for group and individual work. They sometimes ask pupils to 'share their ideas with a partner' but there is too little time to do so effectively.
- The pace of learning has improved since the previous inspection but there are still occasions when there is not enough time for pupils to work on their own or in groups. In addition, teachers tend to ask too many questions with a clear predetermined answer in mind, rather than allowing pupils to think for themselves to explore wider possibilities and so provide fuller responses.
- Teachers' marking of pupils' work is outstanding. It provides clear feedback on how to improve, and targets set by teachers are made clear to pupils. Pupils are also given time to respond to

these pointers in simple ways and find the approach helpful. Homework supports learning well and is enjoyed by the pupils, it is regularly set and with the clear expectation that pupils practise their reading skills regularly at home.

- Reading is taught well throughout the school and children in the Reception classes get off to a good start in learning phonics. Topics are planned in such a way that they help pupils see how the different aspects of learning fit together. Teachers provide opportunities for pupils to write purposefully in real contexts such as writing an account of a recent visit to the Natural History Museum in Year 4 as part of a topic about dinosaurs.
- Disabled pupils and those who have special educational needs are taught well through an effective mix of individual and class support. Adults who work closely with these pupils make an important contribution to their good learning.

The behaviour and safety of pupils are good

- Pupils have very positive attitudes to their learning. They concentrate on their work and persevere in order to complete tasks as best they can. They are polite, courteous and respectful to the adults who work with them in school.
- Pupils behave extremely well in lessons. Inspectors found no evidence of misbehaviour in the playground but the school had kept records to show that it had acted appropriately when there were minor incidents. The school follows up such events effectively.
- Instances of bullying are carefully recorded. These are few in number and pupils feel that the school is a peaceful community. The school promotes an understanding of a range of religious faiths and cultures and promotes an atmosphere of tolerance and appreciation of individuality.
- Parents and carers feel that behaviour is good and well managed by the school. A small number expressed concern about how the school deals with bullying though inspectors found no evidence to support their concerns and pupils were overwhelmingly positive about their experiences at the school.
- Attendance is now above average and has continued to rise over recent years. The school has an open-door policy with respect to its parents and carers and the work of both the learning mentor and family support worker enhance the classroom provision and helps to create a calm and welcoming atmosphere for parents, carers and pupils.
- Pupils are aware of the dangers they face in society and have a sound understanding of issues such as cyber-bullying and e-safety.
- The involvement of pupils as 'Play Leaders' enhances the playground behaviour as does the very obvious 'Knighthood' ceremony and awards that pupils hold in very high regard and which are a useful way to instil the school's core values and vision which are well understood at the school and used as assembly themes each term.

The leadership and management are good

- Determined leadership has enabled the school to make significant, rapid improvement since its previous inspection. Teaching and achievement are better and the issues identified at that inspection have been addressed. This, together with an accurate view of its effectiveness, indicates that the school has strong capacity to continue to improve.
- Teachers have been responsive to the greater expectations placed upon them by senior leaders and being held to account for the performance of pupils. The headteacher, senior leadership team and the governing body have worked together to drive these improvements.
- The school's success in promoting equality of opportunity is evident in the good progress of all groups of pupils including those entitled to the pupil premium and discrimination of any kind is not tolerated. The leadership of the good additionally resourced unit has been effective in enabling pupils in both the classes to make effective gains in their skill levels.

- Subjects and topics are well organised and help to promote pupils' excellent behaviour and positive attitudes to their work. The school successfully develops pupils' spiritual, moral, social and cultural awareness through its strong culture of ambition and responsibility for all its pupils, especially in terms of promoting good manners.
 - Responses to Parent View show that the school works well with parents and carers, who hold the school in high regard and have noticed recent improvements.
 - The local authority has made a useful and proportionate contribution to the school's improvement through its support for work in the Early Years Foundation Stage which has been effective in making rapid improvements to this setting.
 - All statutory procedures for the safeguarding of children and the vetting of staff are fully in place and reviewed regularly.
 - **The governance of the school:**
 - The governing body has a very good working knowledge of the quality of teaching and targets that are set for teachers to improve their performance. Governors make effective use of school data as a result of training and because the headteacher keeps them well informed. They visit the school regularly. They know what the school is doing to reward good teaching and tackle any underperformance. The governors keep a close eye on the budget, such as how well the pupil premium is being used to make the most difference for eligible pupils. The governing body is both very supportive and challenging of the school and brings a sufficient range of skills and experience so that it can fulfil its role effectively, especially in holding leaders to account for the school's improvement.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137930
Local authority	Bromley
Inspection number	406687

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	610
Appropriate authority	The governing body
Chair	Kim Neighbour
Headteacher	Michael Youlton
Date of previous school inspection	12 January 2011
Telephone number	01689 856029
Fax number	01689 857473
Email address	admin@tubbenden.bromley.sch.uk

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