

Bedenham Primary School

Bridgemary Avenue, Gosport, Hampshire, PO13 0XT

Inspection dates 24–25 October 2012

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.

- Pupils achieve well. Many make even more impressive gains in their personal and social development to become confident, independent learners.
- The school has established a 'Whatever it takes' culture. All staff share the determination to help pupils learn successfully, especially by encouraging and valuing their contributions.
- Pupils appreciate the support they receive. They are proud of their school, behave well and readily give of their best.
- High quality care ensures that every pupil is known and treated equally as a valued individual. As a result, attendance is above average, pupils feel very safe and enjoy school.
- Pupils in 'Sharks', the special educational needs unit, receive excellent support and, as other pupils with individual needs, are fully included in the day-to-day life of the school.
- Teaching is typically good with several examples of excellent practice. Strengths are in developing pupils' speaking and listening skills and ability to judge the quality of their own and each other's work.
- Senior leaders, including members of the governing body, work effectively as a team. They regularly check upon the quality of teaching and pupils' progress. They share a strong commitment to improvement and demonstrate the skills to continue this into the future.

It is not yet an outstanding school because

- There is some inconsistency in the way pupils' handwriting, punctuation and spelling are taught through the school. In Year 1 and 2 classes these skills are not always developed quickly enough.
- At times pupils, including those of higher ability, are not given enough opportunity to write about their progress and to record their ideas about how they could improve their work.
- Good links with parents are not used well enough in all classes to continue pupils' reading at home.

Information about this inspection

- Inspectors visited 25 lessons and made a number of other shorter visits to lessons. Senior leaders accompanied inspectors during a third of these observations.
- The inspection team observed morning playtime and lunch breaks and also attended two assemblies.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and breaktimes. Inspectors also met with governors and spoke informally with a number of parents as they brought their children to school. The lead inspector also held a telephone conversation with a representative of the local authority.
- Inspectors held meetings with school staff, including senior and middle managers.
- The inspection team consulted 24 parents' responses to the on-line questionnaire (Parent View) in planning and undertaking the inspection. They also examined 31 staff questionnaires and consulted the school's own survey of parents' views gathered earlier in the year.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data of pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Alan Jones

Additional Inspector

Full report

Information about this school

- This school is broadly average in size.
- Most pupils are of White British heritage and few pupils speak English as an additional language.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- The proportion of disabled pupils and those with special educational needs supported by school action is well above average. The proportion supported by school action plus or with a statement of special educational needs is above the national average.
- The school contains a nine place specialist resource, the 'Sharks' unit, for pupils with emotional, behavioural and social needs. All these pupils have a statement for special educational needs.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils in local authority care and those who receive free school meals) is above average.
- Children in the Early Years Foundation Stage are taught in a Reception unit. Most other classes through the school are single age classes.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve pupils' reading and writing skills by:
 - teaching handwriting, punctuation and spelling skills more consistently as they move through the school and especially in Years 1 and 2.
 - encouraging pupils, especially those with higher ability, to write about how well they have done and what they could do next to improve
 - involving parents more in helping pupils with their reading at home.

Inspection judgements

The achievement of pupils is good

- All pupils make good progress from starting points that are mostly well-below those normally expected, especially in their personal, social and emotional development. This includes an above average number who arrive later than the normal time of entry.
- The resulting broadly average levels of attainment at the end of Year 6 represent a marked improvement since the previous inspection. The school's tracking also shows that the proportion of pupils across the school making expected and better than expected progress is increasing rapidly.
- Disabled pupils and those with special educational needs in the Sharks unit make exceptional progress in their personal and social development. They show great interest, for example when talking descriptively about their 'Super Heroes' topic.
- Other pupils with special educational needs learn well as do those entitled to the pupil premium, who assisted by extra help, now achieve as well as other pupils.
- Good provision in Reception and positive relationships with parents helps children settle confidently. Children enjoy lots of opportunities to choose activities for themselves as well as benefitting from sessions with adults to develop their early communication and number skills.
- Good progress continues in Years 1 to Year 3, in response to raised expectations. For example, pupils exchange ideas and use their developing vocabulary well to talk and write about life in medieval castles. Consequently, pupils show the level of understanding expected in the range of spoken words and how they express themselves in writing. However, handwriting, punctuation and spelling skills are not always developed quickly enough, especially in Years 1 and 2.
- Securely good and sometimes rapid progress is evident in Years 4,5 and 6 classes, where teachers strongly encourage and make use of the pupils' determination to give of their best. For example, in a lesson in Year 5, pupils shared notebook computers very considerably and showed good information and communication technology skills when creating their animations.
- Pupils' achievement in reading is good because phonic skills (linking letters and sounds) and reading comprehension are taught well. Some pupils benefit from frequent use of home-school reading records, which involve parents in supporting reading at home, but this is not a consistent feature in all classes.

The quality of teaching is good

- Teaching has improved since the previous inspection, particularly checking on pupils' skills to ensure that pupils' needs are met.
- There are significant strengths in the assistance given to pupils with behaviour, emotional and social skills in all parts of the school. This is evident from the time children enter the Reception class, especially during lively practical sessions when children joyfully choose their own activities.
- Pupils in the Sharks unit and those receiving additional literacy, numeracy and child and family support benefit from high quality specialist guidance. For example, clear explanations and very close involvement with pupils during lesson introductions excites them and sustains learning.
- Other consistent strengths in all classes include:
 - supportive relationships and valuing pupils' responses so that they develop positive attitudes to learning
 - teachers being clear about what pupils are expected to learn at the beginning of lessons followed by sharp questioning to build on their ideas
 - very effective use of teaching assistants, especially to support disabled pupils and those with special educational needs
 - systematic development of the pupils' self-evaluation skills so they know their targets,

how to improve and help each other learn.

- Pupils in Year 3, excited by their Robin Hood topic, eagerly shared ideas about how to plan their 'Booby Trap' adventure stories. They extended their vocabulary of descriptive words, and enhanced their ability to write interesting sentences.
- Teachers and teaching assistants develop pupils' speaking and listening skills very well through discussion in small groups or with their 'Talk Partners'. This helps pupils to appreciate and learn from their different ideas. For example, groups of pupils in receipt of additional reading and numeracy support gained confidence and shared good learning during closely supported practical activities.
- However, steps to quicken pupils' basic reading and writing skills, including through promoting home-school reading, have not been in place long enough to develop such high level consistency in all classes.
- A whole school focus on mathematics has significantly improved teaching and learning in this subject over the past year. All teachers show good knowledge of how pupils can develop their numeracy skills effectively. For example, in a lesson in Year 6, the teacher's lively questioning and encouragement from talented teaching assistants, enthused pupils, reinforced their knowledge of inverse operations and challenged them to improve their multiplication skills.

The behaviour and safety of pupils are good

- Pupils show consistently good attitudes to learning reflecting the 'can do' ethos that underpins learning in and out of classrooms.
- Pupils' above average attendance not only reflects their love and enjoyment of school, but also stems from the school's supportive links with parents. This includes support from the child and family support worker and her colleagues.
- Comments of pupils, parents, staff and members of the governing body all describe improvement in pupil's behaviour since the previous inspection. While some pupils still need and receive support, especially for their emotional needs, the great majority of pupils now behave well and are particularly respectful of adults who care for them.
- Pupils in the specialist 'Sharks' unit, others with special educational needs and pupils supported by pupil premium funding, also respond well and show appreciation of adult guidance during additional support out of class.
- The strong emphasis placed on gathering pupils' views underpins successful learning and is evident in the way pupils work supportively in pairs and so willingly share ideas during discussions.
- Some pupils still have quite significant behavioural and emotional needs, but because they feel valued by adults and other pupils, bullying is a very rare occurrence.
- Staff responses in their questionnaire, discussions with pupils and most parents' responses on 'Parent View' all agree that if bullying should occur then staff would deal with it very effectively.
- As a result, pupils feel very safe and their parents agree.
- Pupils arriving from other schools also comment on their improved confidence, progress and new friendships made since coming to this school.
- Pupils, including those on the school council, know about different types of bullying and how to respond to risks. Older pupils, team captains and play leaders all take their responsibilities towards younger pupils seriously and complete their duties diligently and with pride. Pupils say, 'This is a ten out of ten school!'

The leadership and management are good

- The well respected headteacher, with good support from senior staff and the local authority, has

successfully developed shared leadership and management responsibilities widely across the school.

- Team leadership, including in the Shark unit, has been accompanied by skilful monitoring of teaching and developing staff skills through training to enrich pupils' learning. This has been fully supported by members of the governing body
- As a result, sustained high staff morale and a united commitment to the headteacher's strong vision for improvement now secure pupils' good achievement and underpin the capacity to bring further improvement.
- Thorough checks on staff, site safety and strong child protection procedures securely safeguard pupils' welfare.
- The curriculum is organised well to ensure that pupils' interest is stimulated. Themes such as 'Robin Hood' and the 'Olympics' also promote pupils' spiritual, moral, social and cultural development very well.
- Accurate tracking of pupils' progress and very close links with a range of outside agencies are used well to make sure that additional support is provided as soon as possible to meet pupils' needs.
- The monitoring and support of pupils' personal and social development is a particular strength. Consequently, pupils across the school, within the unit for pupils with special educational needs and those who receive additional numeracy and literacy support, all make good progress. Pupils' good achievement, often from low starting points, reflects the high level of equality of opportunity provided in a school which values all pupils.
- Currently, the local authority provides beneficial 'light-touch' and 'bought-in' support.
- **The governance of the school:**
 - The governing body's well-planned and frequent monitoring visits to the school underpin careful questioning of senior staff and secure good understanding of the quality of teaching and its impact on pupils' progress. This means that the governing body is able to reward teachers who perform well. The annually updated action plans and close involvement in school development planning ensure that staff and resources effectively address whole school priorities. As a result, for example, pupil premium funding is used successfully to sustain child and family support, additional reading and more recently a 'Breakfast Club', to improve pupils' attendance and readiness to learn.

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	131117
Local authority	Hampshire
Inspection number	406414

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Graham Cull
Headteacher	Tracy Potter
Date of previous school inspection	13–14 September 2010
Telephone number	01329 280445
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