

Edenbridge Primary School

High Street, Edenbridge, Kent, TN8 5AB

Inspection dates 22–23 May 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.

- Pupils achieve well. From their low starting points, pupils make good progress in reading, writing and mathematics by the time they leave school. Pupils' attainment is rising.
- Teaching is typically good and has improved since the previous inspection. A strong focus by senior leaders on improving the quality of teaching and higher expectations of what pupils can achieve mean that current pupils are making faster progress than in the past.
- Across the school, the number of pupils working at levels above those expected for their age is rising. Current Year 2 pupils are surpassing national averages.
- Teachers plan lessons that are engaging and purposeful. The standard of marking in English and mathematics is a strength and pupils respond well to the clear guidance on how to improve.
- Leaders set aspirational targets for teachers to meet. They use assessment information effectively to check the progress pupils make and target support to ensure that standards continue to improve.
- The headteacher, governing body and other senior leaders are united in their ambition to make the school outstanding.
- Pupils feel safe at school; they behave well and have good attitudes to learning. Staff create a positive and nurturing ethos and parents are very appreciative of this.

It is not yet an outstanding school because

- Not enough teaching is outstanding and teachers sometimes miss opportunities to extend the learning of more able pupils. Tasks are not precisely matched to their needs and as a result, a few do not attain the higher national curriculum levels.
- In subjects other than English and mathematics, pupils do not regularly respond to teachers' marking and therefore do not always know how to improve their work.
- Even though strategies are in place to improve attendance, a small minority of pupils are persistently late.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 20 lessons, of which two were joint observations with the head teacher.
- The inspection team held meetings with the Chair of the Governing Body, three other members of the governing body, staff and a representative of the local authority.
- Inspectors met with a representative group of pupils and heard pupils read in Year 2, Year 4 and Year 6.
- The inspection team observed other work of the school including the plans for further development, the school's own self-evaluation, recent local authority reviews, attendance figures, safeguarding documentation and behaviour logs, assessment records and the school's own monitoring of the progress that pupils are currently making.
- Inspectors took account of the 22 responses to the Ofsted on-line questionnaire (Parent View) and also considered the 41 responses to the staff questionnaire.

Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

Lily Evans

Additional Inspector

Carol Vant

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- It has provision for a Nursery and three Reception classes. There are two mixed Year 4 and 5 classes, all other year groups are two classes of single age children.
- Most pupils are White British. A small proportion of pupils come from minority ethnic backgrounds, some of whom speak English as an additional language.
- The proportion of disabled pupils or with special educational needs supported through school action is in line with that seen nationally. The proportion of pupils supported by school action plus or with a statement is above that seen nationally.
- The proportion of pupils for whom the school receives the pupil premium (additional 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 above the national average. In 2012, about half the Year 6 pupils were eligible for the pupil premium.
- The school meets the current floor standards, which sets the government's minimum expectations for pupils' attainment and progress.
- A significant number of pupils join or leave the school at times other than in Reception. In 2012, one fifth of the Year 6 class joined during the final year of school.
- None of the pupils are taught in 'alternative provision' (other schools or units)

What does the school need to do to improve further?

- Raise achievement and the quality of teaching from good to outstanding by:
 - building on the existing strengths in teaching in the school as a model to share best practice
 - making sure that tasks are always sufficiently challenging for the more able pupils in all subjects
 - increase opportunities for pupils to respond to teachers' marking in all subjects to the same high standards seen in English and mathematics.
- Further improve attendance by working more closely with the families of the minority of children who are persistently late to school.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their low starting points. They generally make good progress across the school in reading, writing and mathematics.
- Pupils enter the Nursery and Reception classes with skills and knowledge well below those expected for their age. Good teaching and reduced class sizes account for the good progress they make and pupils enter Year 1 with skills much closer to those expected.
- Improvements in the quality of teaching since the previous inspection, the school's reliable data, pupils' work and lesson observations show that the proportion of pupils working at levels above those expected for their age across the school are rising and pupils are making faster progress than in the past.
- Pupils who join the school after Reception receive targeted support where historical underachievement exists. These interventions help to ensure that these pupils make good or better progress during their time at the school.
- In the 2012 national tests, Year 6 pupils achieved higher standards in writing and mathematics than in reading. Leaders have made the teaching of reading a high priority. The teaching of phonics (the sounds that letters make) is effective and Year 1 pupils achieved well in the 2012 phonics screening check.
- An inspector met with pupils who find reading difficult. They benefit from extra support in school, happily read aloud and talked confidently about the books they were reading. Comprehensive reading records, often completed by the well trained support staff, feed into teachers planning for the next steps of pupils' learning.
- Past attainment data at the end of Key Stage 2 shows that a few pupils do not reach the higher levels of which they are capable. Teaching still occasionally misses opportunities to extend the learning of the more able pupils.
- Through closely monitoring the progress and well-being of pupils, the school ensures that all pupils are well prepared for secondary school. This includes pupils from different ethnic backgrounds and those for whom English is an additional language.
- Year 6 pupils eligible for the pupil premium did not do as well as other pupils in the 2012 end-of-year tests. Results show that they were about 8 months behind other pupils in English and 10 months behind in mathematics. However, school data shows that current pupils are now making the same good progress as their peers and that the gap in attainment is narrowing. The school uses the pupil premium funding to provide extra teaching support for pupils who need it and to reduce class sizes in Year 6 and Reception.
- The progress of disabled pupils and those with special educational needs is tracked regularly and most make good progress. Well-constructed intervention programmes are provided for these pupils and teaching assistants, whose work is very well led and managed, give sensitive and skilful support in lessons.

The quality of teaching is good

- Teaching is good and some lessons seen were outstanding. All staff, under the guidance of the strong leadership, have worked hard to improve their practice since the previous inspection.
- Children in the Nursery and Reception benefit from good teaching and a nurturing environment. Teachers plan exciting activities and make careful observations to plan their next steps of learning. The school engages parents in their child's learning by inviting them into classes to watch lessons.
- In most lessons the pace is brisk, expectations are high and teachers use a range of methods to fully engage the pupils in their learning. In an outstanding mathematics lesson, pupils were referring back to their class reading book and trying to measure a suit for one of the characters.

This purposeful learning ensured that the children made rapid progress.

- Teachers usually plan activities that match the needs of different groups of pupils and target questions carefully to probe understanding, reinforce key points and pick up on any gaps in learning. In a Year 6 lesson the precision of questioning during a class debate ensured pupils had opportunities to contribute to discussions which extended their thinking and allowed them to make good progress.
- The work in books is well presented and typifies the pupils' good attitudes to learning. The marking in the English and mathematics books is regular, gives clear guidance on how to improve, and pupils eagerly look for and respond to this advice in their books and in their learning journals. However, this is not the case in other subjects and pupils do not regularly respond to marking and therefore do not always understand their next steps of learning.

The behaviour and safety of pupils are good

- The school is welcoming and provides a safe learning environment. Pupils enjoy school and one governor commented on the way pupils now 'skip into school in the mornings'.
- Attitudes to learning are good and pupils' typically behave well in lessons, at playtimes and around the school. This is a strong factor in ensuring that pupils make good progress and parents who completed the on line parent questionnaire unanimously agreed that behaviour is good.
- The school has a clear policy for managing behaviour and it is applied consistently and fairly.
- Pupils from differing backgrounds have a high regard for one another and readily work together in different situations. They have a clear sense of right and wrong. Behaviour records show that incidents of poor behaviour including a few instances of bullying and racial discrimination are dealt with promptly and effectively. The school does not tolerate discrimination of any kind.
- Pupils are aware of different forms of bullying, including cyber bullying. They confirmed that instances of bullying and disruption in lessons are rare and that they knew where to go and who to talk to if they felt unsafe.
- Attendance is broadly average but improving strongly. The school keeps a close check on the attendance of individuals and follows up any incidents of prolonged and unexpected absence. However, a small minority of pupils are persistently late to school and despite a number of measures being put in place the school needs an even sharper focus on this particular issue.
- Pupils enjoy the wealth of extra-curricular activities and are keen to make a positive contribution to the school and the wider community. They often lead, and participate in, assemblies and fundraising events as seen in the whole school singing assembly.
- The school promotes spiritual, moral, social and cultural awareness well with visitors from different cultures and a good range of curriculum opportunities in religious education, history and geography. Pupils have opportunities to take on responsibilities such as older children being reading buddies for the younger pupils.

The leadership and management are good

- The clear and unified vision of the headteacher, governors and other senior leaders to improve the quality of teaching since the previous inspection has paid dividends. As one child simply put it, "teachers try to push you to do your very best."
- Leaders monitor learning by checking pupil's work, walking around the school gauging how well pupils are learning and through classroom observations. This gives a clear picture of strengths and areas for development and leaders use this information to carefully plan staff training. The views expressed by staff in discussions and in their questionnaires indicate that they value the support and training they receive.
- The leadership of mathematics and English is good. Teachers receive good support with planning, marking and assessment procedures.

- Regular checks on pupils' progress by class teachers enable them to be well prepared for pupil progress meetings with senior leaders, where they discuss the progress their pupils are making. From these meetings, carefully planned intervention programmes are implemented.
- Equality of opportunity is at the centre of the school's work although leaders agree there is more to be done to ensure the more able pupils are further extended so that they attain the higher levels that they are capable of.
- A good curriculum promotes pupils' personal and academic development with mathematics and English being given high priority. The high standard of marking and the pupils' responses to teachers' comments have led to improvements in achievement in these subjects.
- The local authority has provided regular support since the previous inspection, contributing to the improvement in the school's overall effectiveness. The school benefits from sharing expertise with surrounding local schools.
- All statutory safeguarding and vetting procedures are fully met.
- **The governance of the school:**
 - The governing body is knowledgeable about the school's performance, including issues around punctuality, and both supports and robustly challenges school leaders in their shared drive to make the school outstanding. They bring a wide range of expertise and skills and have undertaken training to ensure that they can challenge the school further. This, together with regular visits to classes, has enabled them to have a much greater understanding of information on pupils' progress. Governors have a clear understanding of how the performance of teachers is managed, using a range of information to help guide decisions about promotions and salary progression for staff. The governing body knows in detail how the pupil premium funds are being spent and the impact of this on pupils' learning.

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	118554
Local authority	Kent
Inspection number	401761

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	352
Appropriate authority	The governing body
Chair	CR Cain
Headteacher	Dr R Addison
Date of previous school inspection	9–10 June 2010
Telephone number	01732 863787
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