

# Bedenham Primary School

## Inspection report

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<b>Unique Reference Number</b>	131117
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	315726
<b>Inspection dates</b>	10–11 July 2008
<b>Reporting inspector</b>	Barnard Payne

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 on roll</b>	
School	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynette Hobbs
<b>Headteacher</b>	Mrs Anne Phipps
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Bridgemary Avenue Gosport PO13 0XT
<b>Telephone number</b>	01329 280445
<b>Fax number</b>	01329 232774

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils attending this average sized school are from White British backgrounds. The number eligible for free school meals is higher than average. A high percentage of pupils have learning difficulties and disabilities and a high number of these have statements of special educational needs. Most have difficulties with literacy and numeracy, but the school also has designated provision for pupils with behavioural, emotional and social difficulties. The school has gained the enhanced Healthy Schools Award and Investors in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Bedenham is a satisfactory school. Pupils enjoy their education and feel confident that staff listen to them and take account of their views and feelings. This reflects the school's values, which place a strong emphasis on creating an inclusive, happy community in which children broaden their experiences and gain confidence and independence. A parent commented, 'My daughter has had fabulous experiences at this school.'

Achievement is satisfactory overall. Children start school with attainment in literacy and numeracy that is below average. Good provision in Reception is improving pupils' reading, writing and number skills, although a significant minority remain below the national expectation at the end of Reception. There has been steady improvement in standards in Key Stage 1 in recent years and pupils reach the national average in reading, writing and mathematics. Given their starting points, this shows good achievement. Improvements have been much slower in Key Stage 2, although standards are improving and achievement is satisfactory. Pupils' standards reach the national average in mathematics and science, but in English are below average because attainment in writing is low.

Pupils feel safe and the school cares for them well. Pupils learn in a friendly, purposeful atmosphere because staff manage behaviour consistently and positively,. The school provides a wide range of enjoyable activities and there is good take-up for after school provision. Pupils have a good knowledge of how to keep healthy and take part enthusiastically in physical activities. They show care and respect for one another. Their personal development provides them with valuable skills that they will use in their future lives. These include the satisfactory acquisition of basic skills. Numeracy and information and technology skills are good and literacy skills are satisfactory. This is because, while pupils learn to read well, they struggle more with writing.

Teaching is satisfactory and rising standards show that it is improving. Teachers make lessons fun, using methods that keep pupils actively involved and keen to learn. Improvements in the teaching of writing have not yet had a full impact on work in Key Stage 2. This is because teachers do not consistently enable pupils to develop their skills and do not always give hard enough work to the more able pupils. The marking of pupils' work is also inconsistent in Key Stage 2 and does not always tell pupils what they have done well and how they can improve.

The headteacher's vision is strongly evident in the school's care for pupils and in its inclusiveness. Problems in recruiting staff and uneven quality of teaching in recent years have left a legacy of low standards. The picture is now improving. The headteacher has built a stable, committed team of staff, leading to improved achievement. This shows that the school has satisfactory capacity to continue improving. There is still work to do and the school has identified the most important areas to address. The head is building a team-based approach to leadership and management and this is leading to better provision. However, the actions identified in the school improvement plan are not specific enough to give staff and governors all the help they need to identify each step to take.

## Effectiveness of the Foundation Stage

### Grade: 2

Effective leadership and management are ensuring good provision in Reception. This includes rigorous assessments that enable staff to identify children's learning needs. There is a very

good balance between adult-directed and independent activities. Teachers help the children to initiate ideas, and then build learning activities around them. During the inspection, the children's chosen theme was 'Pirates'. Planning covered a rich variety of literacy and numeracy activities linked to the theme, leading to good progress. An assembly, led by the Reception class, gave children the opportunity to role-play, sing and share their work with the whole school and a large number of parents. They did this confidently, with judicious support from adults, who ensured that they did not intervene too much. This shows that children develop their personal and social skills well. In class, they happily share activities and develop a good level of independence. They are making good progress in all areas of learning.

### **What the school should do to improve further**

- Identify specific steps to raise standards, particularly in writing in Key Stage 2.
- Improve the quality of teaching and learning in Key Stage 2 to provide greater challenge for those who are more able.
- Improve the quality of marking in Key Stage 2 to help pupils understand how well they have done and what to do next.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

There has been an upward trend in Key Stage 1 results. Over the past two years, pupils achieved the national average in reading, writing and mathematics, having previously been below, and provisional 2008 results show a similar level of achievement. Key Stage 2 attainment in English, mathematics and science has been significantly lower than the national average in recent years. The provisional 2008 test results show improvements in all three subjects. Science results improved significantly, with more pupils reaching the higher level 5. However, few pupils reach the higher level in English because of weaknesses in their writing. Given pupils' starting points, and the learning difficulties of a significant minority, their achievement is satisfactory and it is good in the younger classes. All groups make satisfactory progress, but the more able do not always do as well as they could because the levels of challenge for them in Key Stage 2 are not consistent. The school has made significant improvements in its collection of performance data for pupils with learning difficulties and disabilities over the past year. Already, this is leading to improvements in the achievement of pupils with learning difficulties that join the school late, as the school is able to target support more effectively.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They care for one another well and are fully aware of their rights and responsibilities. They enjoy being in school and form positive relationships with one another and with staff. Pupils feel safe and are polite and friendly. They enjoy the wide range of physical activities provided and show a good knowledge of how to stay healthy. Pupils are involved in making decisions through the school council. They play a good part in the wider community through local events, such as the carnival. Attendance is satisfactory and has improved over the past year. Pupils' preparation for their

future economic well-being is satisfactory. They develop independence and the ability to work effectively with others, but still have weaknesses in their writing skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Improvements in teaching have led to good progress in Key Stage 1. Teaching in Key Stage 2 is satisfactory, but there are inconsistencies in planning work that is demanding enough for the more able. The best teaching in Key Stage 2 develops pupils' skills effectively. For example, in a lesson on interpreting a text, the teacher's explanations were very clear and there was good use of time and resources. Teachers throughout the school establish good relationships with pupils. They ensure pupils play an active role in lessons, for example using talk partners. Teachers use questioning well to engage pupils. They make consistent use of success criteria to help pupils understand what it is they are expected to learn.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a wide range of activities that pupils enjoy, including a breakfast club and after-school activities. It provides effectively for pupils' personal development. The school has ensured that it is an active curriculum, recognising how pupils learn best. It makes effective use of the school grounds, which include a nature trail, pond area and a garden in which pupils grow vegetables. Pupils enjoy learning Spanish in Key Stage 2. However, the school does not consistently provide activities to cater for the more able pupils. The English curriculum covers a variety of styles and topics but does not focus sufficiently on the progression of writing skills in Key Stage 2.

### **Care, guidance and support**

#### **Grade: 2**

The inclusion of all pupils is central to the school's values, and pastoral care is strong. The school's systems ensure that all pupils feel safe, secure and valued. It has an excellent understanding of the needs of the more vulnerable pupils and has very effective provision in place to meet those needs. The action taken to reduce absence is leading to improvement. Strategies for managing pupils' behaviour are well established in all classes. This enables pupils who have problems in managing their own behaviour to make good progress towards their personal targets, in an atmosphere of trust and support. Academic guidance is satisfactory and pupils have targets to help them in their work. However, these are general rather than personal and this restricts their usefulness to pupils.

## **Leadership and management**

#### **Grade: 3**

The leadership of the school ensures all pupils feel safe, happy and play a full part in the school community. The school has carried out an accurate self-evaluation. It knows its strengths and areas for improvement. It is committed to ensuring equality of opportunity, but recognises that there is work to do in providing more effectively for the more able pupils. The school's leadership

has had to manage a high level of staff turnover in recent years, but has now established a committed team of staff, which is leading to improvement. The leadership and management for pupils with learning difficulties and disabilities are bringing about improvements in provision for this group, through better use of assessment information and clear guidance to staff about planning and targets. Governors understand their role, providing a balance of support and challenge to the headteacher. They have identified the need to increase the level of challenge they give the school and to develop monitoring procedures to direct their work.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

18 July 2008

Dear Pupils

Inspection of Bedenham Primary School, Gosport, PO13 0XT

Thank you for making us so welcome in your school, for talking with us and for showing us around. We know that you enjoy school and feel confident that staff listen to you and take account of your views and feelings. We feel that Bedenham is a satisfactory school and that some aspects are good. Your school is friendly and cares for you well. You show care and respect for one another. We know that you enjoy a wide range of enjoyable activities. You have a good knowledge of how to keep healthy and take part enthusiastically in physical activities.

Teachers make lessons fun and you are keen to learn. You get off to a good start in Reception. Your standards have steadily improved in Key Stage 1 and you reach the national average in reading, writing and mathematics. This shows good achievement. Improvements have been much slower in Key Stage 2, although standards are improving. In Key Stage 2, we feel that you need better help to improve your writing and that some of you find some of the work too easy. Some of the marking in Key Stage 2 books does not tell you clearly enough what you have done well and how you can improve.

We have asked the school to help you to make more progress in Key Stage 2 by:

- being clear about how to make writing better
- providing you with greater challenge and clearer targets, particularly those of you who find some of the work easy
- improving marking to help you understand how well you have done and what to do next.

You can help by discussing with your teachers what to do to improve your writing and by working with them to set yourselves new challenges.

Yours sincerely

Barnard Payne

Lead Inspector