

# Southborough CofE Primary School

Broomhill Park Road, Southborough, Kent, TN4 0JY

**Inspection dates** 27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 make good progress throughout the school. By the time they leave, the standards they reach in English and mathematics are above the national average.
- Teaching is consistently good. Teachers plan activities which are well matched to pupils' interests and abilities.
- Pupils enjoy learning, and behave well in lessons and around the school. They feel safe in school and are not concerned about bullying because, on the rare occasions it happens, the school deals with it well.
- Pupils benefit a great deal from the ways in which the school adapts subjects to meet their particular needs. They enjoy taking part in a very wide variety of out-of-school activities and special events.
- The school's promotion of pupils' spiritual, moral, social and cultural development is very strong.
- School leaders have raised pupils' achievement by ensuring that teachers share their high expectations of what pupils can do. They have improved both the quality of teaching and the effectiveness of the school's systems for checking that pupils make as much progress as they should.
- The governing body helps to ensure that the school goes on improving by holding school leaders rigorously to account. Governors know how well the school is doing and what still needs to be done to make it even better. They make sure that available resources are used well for the benefit of pupils.

### It is not yet an outstanding school because:

- Pupils do not always make as rapid progress as they could in lessons.
- Teachers do not all consistently make sure that pupils correct and extend their work in response to their comments.
- A small minority of parents and carers do not think the school responds sufficiently well to their concerns.

## Information about this inspection

- The inspectors observed 20 lessons taught by 15 teachers, four of them together with school leaders. They also made shorter visits to a number of other lessons and activities, looked at pupils' written work and listened to pupils read. Inspectors attended three assemblies and visited the school's lunchtime club.
- Inspectors held discussions with groups of pupils, members of staff, the Chair of the Governing Body and two other members, and a representative of the local authority. They also held informal discussions with several parents and carers.
- The inspectors observed the school's work and looked at a range of documents, including the school's information on pupils' attainment and progress, and attendance records. They examined safeguarding procedures and records of the school's own lesson observations as well as the school's self-evaluation, performance management and planning documents.
- In planning and carrying out the inspection, inspectors took account of 153 responses to the Ofsted online survey, Parent View, which were submitted before and during the inspection. They also considered the results of the school's most recent survey of parents' and carers' views, as well as 23 questionnaires completed by members of the teaching and support staff.

## Inspection team

Robin Gaff, Lead inspector

Additional Inspector

Elizabeth Cole

Additional Inspector

Andrew Lyons

Additional Inspector

## Full report

### Information about this school

- This is a much larger-than-average-sized primary school.
- Most pupils are of White British heritage. Other pupils come from a range of different backgrounds.
- The proportion of pupils who speak English as an additional language is below the national average.
- About one in six pupils is eligible for the pupil premium. This is additional funding provided by the government for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals. This proportion is well below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above the national average; about one in nine pupils is supported through school action. The proportion of pupils, about one in 16, supported at school action plus or with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the school's previous inspection, there have been several changes in staffing, including some involving staff holding positions of responsibility.

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

- Ensure that every pupil can make consistently rapid and sustained progress, by making sure that teachers always:
  - give pupils activities which fully stretch them throughout lessons
  - help pupils to accelerate their learning by enabling them to correct and extend their written work.
- Improve the effectiveness of the school's communication with parents and carers, to ensure that all are confident that the school listens to and acts upon their concerns.

## Inspection judgements

### The achievement of pupils is good

- Children start school in Reception with levels of skills and knowledge that are broadly in line with those expected for their age. Standards have risen steadily in recent years, and by the end of Key Stage 2 are consistently above average in both English and mathematics.
- Pupils' results in national tests show that they make good progress from their starting points. This means that pupils from different backgrounds and with different abilities, including the most able pupils and the small number who are learning English as an additional language, achieve well.
- Parents and carers say that their children settle quickly when they join the Reception classes, and learn to work and play harmoniously together. Children enjoy learning the links between sounds and letters (phonics) for example, because staff make it fun and model sounds and letter formation clearly and accurately for them.
- Pupils continue to make good progress in Key Stage 1. They gain a good grasp of basic mathematical principles and of how to solve problems using different methods. Their writing becomes increasingly mature and accurate.
- The results of the national phonics check in Year 1 and of national tests at the end of Year 2 show that pupils quickly become successful readers. Pupils from different year groups were keen to tell the inspectors about the wide range of books they enjoyed reading.
- The school's own accurate information about the attainment of its current pupils shows that pupils are now making faster progress in Key Stage 2 than was previously the case. This is especially so in mathematics, because leaders have made sure that teaching in this subject has become more effective.
- The school makes good use of the extra money it receives to support those pupils who are eligible for additional funding. Leaders carefully check these pupils' progress throughout the school and make sure they receive extra help when and where they need it. As a result, gaps between their achievement, as shown by their performance in national assessments at the end of Key Stage 2, and that of other pupils are narrowing.
- In 2013, the standards reached in English and mathematics by those pupils who benefited from the additional funding were similar to those reached by all pupils nationally. These pupils were just over two terms behind other pupils in the school. The attainment of this group was, however, above that of similar pupils in other schools and was higher than that of the school's equivalent group in 2012. In both 2012 and 2013, pupils receiving the extra support made good progress from their starting points. This is also the case for current pupils.
- Disabled pupils and those with special educational needs also achieve well. This is because the school, with outside support when necessary, carefully identifies their individual needs and very regularly checks their progress. Teachers and teaching assistants make sure that these pupils are fully included in classroom activities and receive good quality extra support in the form of small-group and one-to-one teaching.
- Pupils learn well and make at least good progress across the school. When, occasionally, pupils make slower progress than usual, this is often because teachers do not give them work that is sufficiently demanding.

### The quality of teaching is good

- Teachers have high expectations of pupils. They establish good working relations with pupils and manage their behaviour well.
- Pupils benefit from activities which suit their different abilities. For example, high-ability pupils in a Year 6 mathematics lesson made good progress in learning how to solve complex problems using different methods. The teacher explained tasks clearly and made sure that all the pupils knew what to do. Pupils' responses, as well as their work over time, showed that they were

reaching above-average levels in mathematics.

- Teachers use their good subject knowledge and their enthusiasm well to give pupils good opportunities to practise and develop their writing and other skills. They do this by providing them with tasks which usually engage their interest and often fire their imagination.
- Pupils, for example, responded extremely well to the challenge of writing applications to take part in Shackleton's Antarctic expedition, in answering a real newspaper advertisement of the time. Their detailed and accurate accounts of the journey showed that teachers had enabled the pupils to gain a very good grasp of the historical, geographical and scientific aspects of the topic.
- Teachers carefully check pupils' learning and usually adapt tasks if pupils have made faster or slower progress than they had anticipated. They do not always ensure, however, that pupils sufficiently maintain their focus and their efforts throughout activities by giving them additional challenges. This results in slower learning when, for example, pupils finish tasks early and are not given these follow-up activities quickly enough.
- Teachers mark pupils' work frequently and thoroughly, giving them detailed feedback. This enables pupils to know what they have done well and what they need to do to improve their work. Pupils say they like the new system of 'green for growth' and 'tickled pink' marking which they carry out themselves in response to teachers' comments. This is because it helps them to overcome difficulties they have encountered and to extend their learning in topics they find especially interesting. Not all teachers, however, are using this system consistently to ensure that it is fully effective in raising pupils' progress.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Children in the Reception classes rapidly learn to cooperate with one another and with teachers and other adults because the staff establish clear and easily understood routines.
- Pupils' eagerness to learn makes a good contribution to their learning and progress. Pupils are respectful to teachers and respond quickly to their instructions and requests. They are keen to answer teachers' questions and take part sensibly and productively in classroom activities. In discussions, pupils listen carefully to what others have to say before voicing their own views.
- When, occasionally, pupils' behaviour is less than good, this is because they lose focus when teachers have not made sure that tasks stretch them enough to keep their attention.
- Pupils are attentive to, and respectful of, others in assemblies, and participate enthusiastically and tunelessly as they sing together. In the playground, pupils from different backgrounds enjoy each other's company and play sensibly together. This exemplifies the school's success in promoting pupils' moral and social development and in preventing any kind of discrimination.
- The school has been successful in improving the behaviour of the small number of pupils who have found it difficult to live up to its high expectations.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school. They know how to keep themselves safe, for example when using the internet. They understand how and why different types of bullying, such as cyber bullying, can happen, and how it can and must be prevented. They know what to do if bullying occurs and are confident that the school will deal with it quickly and successfully. The school has robust policies and procedures for dealing with bullying, and its records show that, on the rare occasions it is necessary, they are applied consistently and effectively.
- Pupils' attendance is consistently above average. Their punctuality is good and is improving.

### **The leadership and management** are good

- The headteacher is very well supported by her deputy and other members of her senior team, and by the governing body. All are relentless in their determination to ensure that teaching is as good as it can be so that pupils can achieve their potential in a calm and orderly environment.

- Leaders have accurately identified the school's strengths and clear priorities for further development. Middle leaders, some of whom are relatively new to their posts, bring enthusiasm as well as expertise to their roles. They play an effective part in improving teaching and developing the range of subjects for pupils.
- School leaders have increased the accuracy of teachers' checks on pupils' attainment and the frequency with which these are carried out. They have ensured that pupils who are at risk of underachieving quickly receive the support they need. This has raised the standards reached by all groups of pupils. It also shows the school's successful commitment to promoting equality of opportunity.
- Leaders have acted decisively and effectively to eliminate any inadequate teaching. They observe lessons and examine pupils' work very regularly, and hold teachers to account for the progress that pupils are making. The headteacher makes sure that all teachers have clear and demanding targets each year. Any pay increases or promotions are dependent on teachers' progress towards meeting their targets.
- Leaders, working closely with other local schools, ensure that teachers receive the training and support they need to improve their practice. Teachers, especially those who are new to the profession, speak highly of the help and encouragement they have received from school leaders.
- Leaders have adapted the school's range of subjects well so that they succeed in meeting the needs of different groups of pupils, including disabled pupils and those with special educational needs. The wide variety of activities from which pupils benefit helps them to develop good knowledge and skills in many subjects, including science, history and music. This helps to ensure that they are very well prepared for the next stage of their education.
- The school has used the extra sport premium money well to extend the range of sports in which pupils take part. This has increased pupils' enjoyment of physical activity and their appreciation of its importance in developing a healthy lifestyle. It has also helped to enable pupils to be very successful in sporting competitions against other schools, for example in cross-country running.
- Pupils benefit from a very wide variety of after-school clubs and regular themed events, such as the samba drumming workshops in which all the pupils took part, with great enthusiasm, during the inspection. They also learn in depth about different cultures by, for example, attending lessons in their partner school in Spain, and exchanging letters and gifts with a school in Kenya.
- Parents and carers are positive about most aspects of the school's work, including the quality of teaching and the amount of progress their children make. A very large majority of those who responded to the Parent View survey said they would recommend the school to others. A small minority of parents and carers, however, believe that their concerns are not always addressed fully or swiftly enough.
- The local authority has provided good quality, light-touch support for the school, for example in providing training for individual members and groups of staff.
- Leadership and management are not yet outstanding because leaders have not ensured that teaching is consistently good enough to bring about outstanding achievement for all pupils. They have, however, succeeded in building on the school's strengths and in tackling its relative weaknesses, including those identified by the school's last inspection. This demonstrates the school's capacity for further, sustained improvement.
- **The governance of the school:**
  - Governors bring a good range of expertise and experience to their roles. They have a detailed and accurate understanding of the school's performance, including how well pupils achieve in comparison to those in other schools. They know how good teaching is and what school leaders are doing to improve its quality, because they visit the school regularly and carefully examine the headteacher's reports. Governors understand and support the school's systems for ensuring that increases in teachers' pay are closely linked to their progress towards meeting targets. They make sure that the school meets all requirements for safeguarding pupils. Governors carefully supervise the school's finances. They hold school leaders rigorously to account for ensuring that resources, including the additional pupil premium and sports funding, are used to raise pupils' achievement and to enhance their well-being.

## 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

<b>Unique reference number</b>	118712
<b>Local authority</b>	Kent
<b>Inspection number</b>	431423

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob Crumbie
<b>Headteacher</b>	Emma Savage
<b>Date of previous school inspection</b>	7 May 2009
<b>Telephone number</b>	01892 529682
<b>Fax number</b>	01892 512619
<b>Email address</b>	office@southborough.kent.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

