

Inspection of Sundridge and Brasted Church of England Voluntary Controlled Primary School

Church Road, Sundridge, Sevenoaks, Kent TN14 6EA

Inspection dates: 11 and 12 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

This is a thoughtful, nurturing and inclusive school. Every pupil is treated as an individual. They are genuinely loved and cared for. Staff develop strong relationships with the pupils and their families. They know each pupil really well. Pupils' uniqueness is celebrated and their different needs are well-supported.

Pupils live up to the high expectations set by the school. Pupils behave positively throughout the school day. Younger children get the help they need, from staff and older pupils, to learn the routines of the school quickly and settle in well. The strong bonds between pupils of all ages mean that they get along and rarely fall out. Pupils have no concerns about bullying.

Pupils enjoy learning. In the majority of subjects, they are developing a secure understanding of important knowledge and skills. They particularly enjoy the varied enrichment activities they experience, such as trips to museums and sporting tournaments.

Pupils' mental health and well-being is a priority. If pupils have any worries or are feeling overwhelmed, they feel listened to and supported by staff. This helps them to feel safe and secure. Pupils learn how to manage their emotions, for example, learning breathing techniques to help them calm down.

What does the school do well and what does it need to do better?

Following the last inspection, leaders quickly set about addressing the school's areas for improvement. The committed, hard-working staff work closely with leaders. They strive for continual improvement. Strong links across the federation, and with other schools locally, support the school's work to improve. These links also help to reduce staff workload.

The school has high expectations for all pupils' achievement. An ambitious curriculum is in now place in all subjects. The content that pupils will study is detailed and well-sequenced. This means that teachers know what pupils need to learn, and in what order. There are lots of opportunities for pupils to deepen and broaden their experiences. Visits to and from a local secondary school enhance pupils' learning in different subjects. The curriculum also provides opportunities for pupils to develop their character. For example, learning how to make rope swings and climb trees in the forest school helps pupils to build their resilience.

Reading is a whole-school priority. There is a relentless commitment from all staff to ensure that every pupil secures the knowledge they need to become a confident and fluent reader. Phonics is taught consistently well. Children get off to a good start with learning to read in Reception. Staff make sure that pupils get lots of practise reading books well-matched to the sounds they have learned. As pupils move through key stage 2, their reading fluency develops.

Teachers use resources appropriately to help pupils understand new concepts. This starts in early years, where well-planned activities engage children in purposeful play. While they play, adults continually talk with the children. Adults ask questions and model important language. As pupils move through the school, teachers build on these strong foundations. In most subjects, teachers provide regular opportunities for pupils to revisit and practise prior learning. Teachers carefully check what pupils have remembered and use this information to precisely plan lesson activities. Pupils relish their learning and are developing a secure understanding in many subjects.

However, currently, the curriculum is not yet fully embedded in the subjects that have been recently developed. In these subjects, pupils' prior learning is not revisited enough as they move up through the school. Pupils therefore cannot always confidently recall and apply what they have been taught in the past. Teachers also do not always check whether pupils have remembered crucial content before moving on to new learning. In these subjects, pupils find it hard to build on what they have previously been taught.

Staff know pupils well, including those with special educational needs and/or disabilities (SEND). Staff work closely with SEND experts in the school. They also draw on expertise from across the federation and external organisations. Together, they ensure that these pupils can access the curriculum successfully. Pupils with SEND make good progress against the small steps identified in their individual plans.

Pupils learn about people from different backgrounds and cultures. They enjoy reading a diverse range of texts in different subjects. These books open their minds to the wider world and the people who live in it, both in the past and the present. Pupils consider the needs of others. They are active citizens who contribute to the local community. They collect for the foodbank at harvest time and entertain local residents at school events.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not always revisit prior learning and then check if pupils have secured this in their long-term memory. As a result, pupils are moved on to new learning before they are ready. Pupils also have some gaps in their understanding and find it difficult to build on what they have previously been taught. The school should continue to develop teachers' knowledge and expertise in these subjects to check what pupils know and can do.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	118608
Local authority	Kent
Inspection number	10287919
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair of governing body	Rebecca Hamburger (Co-Chair), Kirsty Oliver (Co-Chair)
Headteacher	Tom Hardwick (Executive Headteacher)
Website	www.sundridge.kent.sch.uk
Date(s) of previous inspection	5 November 2019, under section 5 of the Education Act 2005

Information about this school

- In January 2022 the school joined with another school to create the Darent Federation of Schools. Both schools share an executive headteacher and a governing body.
- The school is a Church of England school in the Diocese of Rochester. Its most recent section 48 inspection was in October 2016.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school, representatives from the governing body and a representative from the local authority and spoke to a representative from the diocese. They also met with other staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read. Inspectors also discussed the curriculum and talked to pupils about their learning in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met pupils from different year groups to talk about their learning and experiences at school.
- The views of staff and parents were gathered through discussions and through Ofsted's online surveys.

Inspection team

Leah Morgan, lead inspector

Ofsted Inspector

Giles Osborne

Ofsted Inspector

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