

Bredgar Church of England Primary School

Address: Bexon Lane, Bredgar, Sittingbourne, Kent, ME9 8HB

Unique reference number (URN): 144868

Inspection report: 22 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Leaders are highly ambitious for pupils, including those with special educational needs and/or disabilities and those that are disadvantaged. Typically, they make secure progress from their starting points. By the end of Year 6, pupils achieve broadly in line with national averages and are well prepared for the next stage of their education. In the wider curriculum, pupils generally develop their knowledge and skills well. On occasion, in some subjects, pupils do not develop or demonstrate the depth of knowledge that leaders intend.

Leaders have taken effective action to strengthen outcomes in phonics and the Year 4 multiplication tables check. Improvements to the teaching of early reading have enabled pupils to develop the phonics knowledge they need to become fluent readers. Regular practice and targeted support have also improved pupils' recall of multiplication facts, resulting in stronger outcomes in the Year 4 multiplication tables check.

Attendance and behaviour

Expected standard 

Leaders implement effective systems to check pupils' attendance. They use this information well to spot at an early stage any signs where attendance might be a concern. Personalised approaches help overcome pupils' barriers to attendance. Pupils enjoy coming to school as it 'feels like a family'. This helps pupils to attend regularly. As a result, overall attendance is above the national average and has been for some time. Attendance is improving for pupils with special educational needs and/or disabilities (SEND) and for disadvantaged pupils.

Pupils behave very well across the school. Relationships and routines reflect the school values, leading to a safe and harmonious school culture and environment. During social times, pupils interact respectfully and inclusively with their peers across different year groups and key stages. Older pupils look out for their younger peers. They demonstrate respect and compassion for others.

Pupils generally show positive attitudes to their learning, and disruption to lessons is rare. Pupils, including those with SEND, develop the skills to self-regulate and manage their emotions. Pupils understand that discriminatory and harmful behaviours are not acceptable. As a result, bullying and other discriminatory behaviours are rare. Where issues arise, staff address these quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the school's curriculum and teaching. Leaders have created a broad and ambitious curriculum, which is thoughtfully organised. They have set out clearly what pupils should know and by when. Leaders check that the curriculum is being taught as required. They continually revise and improve teaching so that pupils experience the best opportunities to learn well. In the most effective practice, teachers demonstrate secure subject knowledge, make effective links to prior learning and check pupils' understanding carefully. Leaders recognise that there is still scope to

strengthen consistency further, particularly in ensuring that effective practice is reflected routinely across all subjects and classes.

Leaders have prioritised strong foundations in reading, writing and mathematics. Staff teach the school's chosen approach to phonics competently, modelling sounds accurately and revisiting vocabulary regularly. Improvements to phonics and reading mean that pupils typically read with increasing fluency, accuracy and confidence. Leaders rightly continue to prioritise the development of pupils' handwriting skills and writing fluency.

Staff know pupils well and make appropriate adaptations to ensure that pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, can access the curriculum successfully.

Early years

Expected standard 

Children make a positive start in the early years. Staff build strong relationships with children and their families from the outset. This helps children to feel safe and secure, which is reflected in their confidence and independence. Children behave well and learn to keep themselves safe. They are curious, eager to learn and keen to share their learning with others.

The curriculum is carefully designed and considered. Leaders identify the important skills and knowledge that children need to learn across the different areas of the curriculum. Leaders ensure that communication and language are central to children's learning. Staff encourage children to talk, listen and share their ideas. Thoughtfully designed activities enable children to learn the important basic skills in reading, writing and mathematics through play. Children learn effective techniques for holding a pencil and how to form letters correctly when writing. They build their knowledge of early number well.

Staff check children's progress regularly to identify those who need extra support so that gaps in their knowledge and skills close quickly. Children, including those with special educational needs and/or disabilities, make good progress from their starting points. Overall, children are well prepared for learning in Year 1.

Inclusion

Expected standard 

Leaders have an accurate and detailed understanding of the needs of pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those who face potential additional barriers to their learning. Their priority is to remove barriers so that pupils thrive 'academically, socially, spiritually and emotionally'. They ensure that staff share this priority through a well-planned programme of professional learning. Leaders' commitment to staff training and specialist support for pupils enhances the school's well-established inclusive culture.

Leaders identify, assess and understand pupils' needs swiftly and accurately. Most of the time, pupils benefit from appropriate adaptations to help them learn well. Personalised resources, flexible routines and targeted support help pupils to participate in lessons. Pupils with significant and complex needs receive effective support through tailored interventions and individualised curriculums. Leaders check the impact of bespoke support and adapt

provision where needed. They are continuing to refine how they measure the small-step achievements made by some pupils, including those with SEND.

Pupil premium funding is used carefully to reduce barriers faced by disadvantaged pupils. Leaders know individual pupils well and provide support that responds to their specific circumstances. As a result of leaders' well-considered work, disadvantaged pupils flourish in their academic, social and emotional development.

Leadership and governance

Expected standard 

School and trust leaders, alongside those responsible for governance, have pupils' best interests in mind when they make decisions. They know their school and the community it serves well and hold high ambitions for all pupils to 'grow and flourish'. They have an unswerving aspiration that every pupil will achieve their best and meet their potential.

Leaders, including trust leaders, have a clear and accurate view of the school. They understand what the school does well and they prioritise areas that need further work. They regularly review the support for all pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities.

Through a range of professional learning opportunities, leaders ensure that staff have the skills they need to carry out their roles. In addition to this, the trust provides opportunities for leaders and staff to collaborate with other schools through network meetings and trust-wide training events. Staff value the positive team spirit in school, and they are proud to work at the school.

Governors fulfil their roles effectively. They use reliable information to support and challenge leaders, and they hold leaders to account for the quality of education and care given to pupils. Governors are well trained and have the skills to fulfil their statutory duties well. Staff appreciate the way that leaders and governors are supportive of their workload and wellbeing.

Parents and carers typically speak positively about the school. They praise the family feel of the school and approachable leaders and staff.

Personal development and wellbeing

Expected standard 

Leaders have developed a well-structured and comprehensive personal development programme that supports pupils' wellbeing and confidence. The school's Christian values underpin many aspects of school life. Leaders and staff build pupils' character by teaching them about community, courage and compassion. Pupils feel valued, respected and cared for. They know which adults they can talk to if they are worried, and they trust staff to listen and act.

The personal, social and health education curriculum is well structured and covers a wide range of important themes. Leaders ensure that teaching about relationships, body changes and personal boundaries is age-appropriate and helps pupils understand these topics with confidence. Pupils learn how to stay safe and healthy. They understand online safety,

healthy relationships and how to seek help when needed. Staff support pupils' emotional wellbeing effectively.

Pupils learn about fundamental British values, such as democracy, respect and individual liberty, and the differences between themselves and others. They learn about different religions and cultures, although they sometimes find it difficult to recall what they have been taught. Leaders recognise the importance of pupils gaining a broad understanding of society that extends beyond their own experience. They are actively seeking further opportunities for pupils to develop their understanding.

Pupils learn to be responsible, respectful and active members of the school community through participation in the 'buddy' programme, school council and house captain membership. These opportunities help to develop pupils' confidence and leadership skills. Pupils are encouraged to develop their talents and interests. They are keen to take part in the sporting opportunities afforded to them, such as representing the school in cricket and dance tournaments. Leaders seek to ensure that the wider offer is accessible by removing barriers to pupils' participation. This includes for those pupils with special educational needs and/or disabilities and disadvantaged pupils.

What it's like to be a pupil at this school

Pupils love attending this happy school. They are proud to be part of the family at Bredgar Church of England Primary School. The school's Christian values are reflected in pupils' daily experiences. This begins at the start of each day, where warm and caring staff welcome pupils into the school. Pupils feel safe and know they have trusted adults they can talk to about any worries or concerns. Issues between pupils are rare. There are very few incidents of unkindness, and bullying is extremely rare.

Pupils are confident and compassionate. They demonstrate the school's values in their actions towards each other. Pupils are encouraged to 'speak from the heart and respond with kindness through a shared belief of service and belonging'. From the early years onwards, pupils do their best to embody these values. Pupils express their ideas confidently and listen respectfully to the views of others. They behave well in lessons and around the school. Classrooms are calm and purposeful, allowing pupils to focus on their learning.

Leaders take effective action to reduce barriers to learning. Pupils with special educational needs and/or disabilities (SEND) receive the help they need. Consequently, pupils, including those who are disadvantaged, make suitable progress from their starting points. Outcomes at the end of key stage 2 in reading, writing and mathematics show that most pupils are prepared well for secondary school.

Pupils value the wider experiences the school provides to broaden their interests and improve their wellbeing. These include extra-curricular clubs such as woodland wizards, rounders and choir. Pupils, including disadvantaged pupils and those with SEND, participate fully in school life, achieve well and are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that staff consistently adapt the curriculum and teaching methods so that they meet pupils' needs and build effectively on what pupils already know and can do.
 - Leaders should ensure that improvements in teaching enable pupils to develop deep, secure knowledge across all subjects within the curriculum, leading to consistently high standards of achievement in all subjects.
 - Leaders should ensure that pupils develop secure and detailed knowledge across all aspects of the personal development programme so that they are well prepared for life beyond school.
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About this inspection

This school is part of Our Community Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Whitehead, and overseen by a board of trustees, chaired by Debbie Haigh.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection took place on 22 and 23 September 2026.

Inspectors spoke with the executive headteacher, head of school, other school and trust leaders, staff and pupils. They also spoke with representatives of the trust, including trustees and members of the local governing committee.

The inspectors confirmed the following information about the school:

The head of school is Elaine Shaw.

The school currently uses no alternative provision.

Executive headteacher: Scott Guy

Lead inspector:

Jody Murphy, His Majesty's Inspector

Team inspector:

Catherine Hylands, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

106

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

106

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.09%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.83%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

12.26%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	73%	61%	Above
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (final)	63%	75%	Below
2023/24 (final)	93%	74%	Above
2022/23 (final)	65%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	93%	72%	Above
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	63%	74%	Below
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	46%	S
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	S	62%	S
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	S	59%	S
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	60%	S
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	68%	S
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	78%	S
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.4%	13.0%	Close to average
2023/24 (3 term)	7.4%	14.6%	Below
2022/23 (3 term)	4.3%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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