

Boughton Monchelsea Primary School

Church Lane, Boughton Monchelsea, Maidstone, Kent, ME17 4HP

Inspection dates 5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children make good progress in the Early Years Foundation Stage due to lively and vibrant teaching. They are well prepared for Year 1.
- Standards in tests at the end of Year 6 are above average in reading and writing. Standards in mathematics are typically above average, and work seen in pupils' books is of a good standard.
- Pupils' progress has improved significantly over the last three years and is now good in English and mathematics.
- In these subjects, teachers have consistently high expectations of what pupils can achieve and set suitably demanding work for them.
- Standards in reading are good and it is promoted well across the school. Pupils enjoy reading on their own and in groups.
- Pupils are eager to learn and their behaviour in lessons and around school is good. They enjoy coming to school. This contributes to the good progress they are making. Pupils have a good understanding of the different forms that bullying can take and say that it is rare. Almost all pupils say they feel safe at school.
- Leadership is good because, since the previous inspection, the decisive action of school leaders and the governing body has enhanced the quality of teaching and improved the progress that pupils are making.

It is not yet an outstanding school because

- The quality of teaching in subjects such as history and science is not of the same high standard as in English and mathematics.
- Teachers do not always ask questions which will help pupils to reason and think more clearly.
- Pupils' progress is not sufficiently rapid for them to achieve the best possible results by the end of Year 6.
- Some parents feel that the school does not respond well enough to any concerns which they may have.

Information about this inspection

- The inspectors observed teaching in all classes. They visited 16 full or part lessons and observed pupils' behaviour in the playground and around the school. Five observations were made jointly with school leaders.
- The inspectors observed many aspects of the school's work, including plans for its future development, the school's arrangements for keeping pupils safe, attendance records, records of the school's own monitoring of the quality of teaching and records of how pupils' learning is checked and tracked.
- The inspection team held meetings with senior leaders, the Chair of the Governing Body and two other members, pupils and two representatives of the local authority.
- The views of parents were taken into account through taking note of the 75 responses to the online Parent View survey and discussions with parents in the playground. Inspectors also held telephone conversations with five parents.
- Staff views were taken into consideration by looking at questionnaires completed by 16 staff members and through discussions with several members of staff.

Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

Susan Senior

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average-sized primary school. There are seven classes; one in each year from Reception to Year 6.
- The proportion of disabled pupils and those with special educational needs supported through school action, school action plus or with a statement of special educational needs is below that seen nationally.
- Almost all pupils are of White British heritage. A very small proportion of pupils are from minority ethnic backgrounds.
- Only a very small number of pupils are supported by the pupil premium. This is additional funding for children in the care of the local authority, children of parents serving in the armed services and pupils eligible for free school meals.
- The school is part of a collaborative partnership with five other local primary schools.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further improve the rate of pupils' progress by:
 - improving the way teachers and teaching assistants use questions to help pupils extend their thinking
 - improving the quality of teaching in subjects such as history and science so that it is of a similar standard to that in English and mathematics
 - giving pupils more time to act on the advice given in their teachers' marking.
- Review arrangements for seeking the views of parents and pupils and ensure that the school responds quickly to any concerns which may be raised by parents or pupils.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with skills and knowledge which are typically average for their age. Lively and vibrant teaching and a stimulating environment ensure they make good progress and are well prepared for Year 1.
- By the end of Year 6, pupils reach standards which are well above average in reading and above average in writing. Standards in mathematics are typically above average, although they were broadly average in the 2013 Year 6 tests.
- Work in current pupils' mathematics books, particularly those of the most able pupils, is of a high standard. The pupils are encouraged to persevere with challenges to achieve the very best that they can and they tackle word problems confidently.
- Pupils make consistently good progress in Key Stage 1. In previous years, progress in Key Stage 2, although improving, has not been as rapid. However, work seen in the classroom, in pupils' books and in the school's detailed tracking information shows that progress is now good. Results in the Year 6 national tests in 2013 were the highest for three years.
- Daily phonics (the sounds that letters make) sessions are taught well and those pupils who do not achieve the expected level in the Year 1 phonics screening check receive good intervention and support in Year 2 which allow them to catch up.
- Pupils of all ages have positive attitudes to reading. They demonstrate a love of reading and read with enthusiasm and fluency.
- In Years 1 to 6 the work of disabled pupils and those who have special educational needs is carefully monitored and teaching assistants lead focused groups. They provide good guidance and support which help pupils gain in confidence and make good progress in their learning.
- In this school, the pupil premium funding is used well to support individual pupils by providing extra one-to-one teacher support for pupils who need it and for small-group work. Numbers are too small to permit comparisons with other pupils.
- The typically good levels pupils attain by the end of Year 6 mean that they are well prepared for secondary education and this includes the small proportion of pupils from minority ethnic backgrounds.

The quality of teaching is good

- Teaching across the school is consistently good and a large majority of parents and pupils also agree that this is the case.
- Pupils enjoy their learning; the work in writing and mathematics books is presented to a high standard and pupils take pride in their achievements. In these subjects, teachers' high expectations and the good levels of challenge ensure that pupils, including the most able, are making faster rates of progress than those in the past. However, in other subjects, for example history and science, expectations can be lower and work is at times not sufficiently demanding.
- Teaching in the Early Years Foundation Stage is lively and vibrant. An effective mix of child-led and adult-led activities leads towards good progress which prepares the children well for Year 1.
- In an effective Year 2 writing lesson, where pupils were using their five senses to add detail to their writing, the teacher skilfully used examples of the pupils' own writing to reinforce the learning. This fully engaged and challenged pupils to identify what was good and what needed improving. As a result, pupils maintained good rates of progress throughout.
- Mathematics is taught well and in one lesson the class played a game of doubling numbers as quickly as they could. Each child had to answer a question and the teacher skilfully adjusted the questions so that all pupils could access the task and be challenged to their own level of difficulty. Pupils joined in enthusiastically and were making rapid progress.
- Sometimes teachers and teaching assistants do not ask enough probing questions that further

extend pupils' understanding. This holds back pupils' progress.

- Since the previous inspection, the quality and consistency of marking have improved and have contributed to pupils' improved progress. However, there is too little evidence of pupils being given time to act upon the advice given by their teacher and fully understand how to improve their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils in lessons and around school is good. They are polite and respectful to each other and adults. Pupils are eager to learn and listen attentively to their teachers' instructions. Pupils ask questions relevant to their learning and their work is usually well presented, particularly where they are asked to write at length. This typically good behaviour contributes to the good progress pupils make.
- The school is welcoming and relationships between pupils and adults and pupils themselves are very good. In a dance lesson, where pupils commented on each other's performances, the teacher explained it as 'this is the time we help each other'. The pupils responded and made rapid progress.
- The behaviour of pupils is not outstanding because in some lessons where pupils' learning is not moved forward fast enough, pupils become less interested, begin to fidget and rates of progress slow.
- The school's work to promote the safety of pupils is good. Pupils feel confident in lessons to share their learning and understand the different types of bullying, including how to keep safe on the internet.
- Some parents expressed the view that the school does not deal effectively with bullying. Taking into account the full range of views and evidence, inspectors found that there are few cases of bullying and the school responds to such issues well. It does not tolerate discrimination of any kind and there have been no recorded racist incidents.
- Inspectors observed midday playtimes and found that levels of adult supervision were appropriate to maintain the pupils' safety. However, a small number of parents and pupils said that they felt the number of adults supervising pupils at midday could be increased. The school, previously unaware of these concerns, plans to make some immediate changes to supervision arrangements.
- Pupils enjoy coming to school, arrive on time and attendance is higher than the national average.

The leadership and management are good

- The headteacher and governing body have worked well together to improve standards. Since the previous inspection they have strengthened the senior leadership team to include an ambitious deputy headteacher and middle leaders who are actively involved in improving the standard of education.
- School leaders have an accurate picture of the school's strengths and what the school needs to do to further improve. The school has correctly identified the need to make sure rates of progress continue to improve so that by the time current pupils leave they reach the highest possible levels in national tests.
- Through regular checks of pupils' work and carrying out joint lesson observations, all levels of leadership have made sure that teaching has improved since the previous inspection and that progress has improved for all pupils. Equality of opportunity is promoted well.
- Checks on pupils' progress enable teachers to be well prepared for termly meetings where they discuss with senior leaders the progress of pupils in their class. If any pupils are falling behind, extra support is quickly put in place.
- An exciting and vibrant curriculum promotes pupils' spiritual, moral, social and cultural development well. Through historical studies, pupils develop an understanding of the values of truth and justice. There are good opportunities for participation in musical and artistic events, for

example, singing to the over sixties in the village. The school helps pupils to gain an understanding of life in another country through links with schools in the Gambia.

- Pupils' engagement in sports and physical education includes swimming for all pupils and participation in local sporting tournaments. The additional sports funding is used well to enhance pupils' experience through the input of an outside specialist and to develop teachers' skills and effectiveness in this area.
- A very high proportion of parents say that their children enjoy coming to school. However, some parents feel that the school does not respond well enough to the concerns they raise. School leaders have made it a priority to improve communication with parents so that they can alleviate these concerns.
- The school ensures that all statutory safeguarding requirements are met.
- The local authority has recently provided effective support which has helped improve the quality of teaching in mathematics and English. The school is also part of a collaborative group of six schools that works together on improving the quality of teaching.
- **The governance of the school:**
 - The governing body is knowledgeable about the school's performance, including the rate of pupils' progress, and how it compares to that in other schools. Regular visits to classes have enabled governors to have a much greater understanding of information on pupils' progress. They robustly challenge the headteacher and set challenging performance management targets that focus on school improvement. Their direct impact on the school's drive for improvement, including developing more outstanding teaching, is good. 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. They know in detail how the pupil premium fund is 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	118288
Local authority	Kent
Inspection number	441033

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Wendy Clarke
Headteacher	Jerry Jarvis
Date of previous school inspection	8–9 June 2011
Telephone number	01622 743596
Fax number	01622 741405
Email address	headteacher@boughton-monchelsea.kent.sch.uk

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