

Boughton Monchelsea Primary School

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

Inspection dates

13–14 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher has successfully united the school community through her determined ambition for all pupils to achieve well. She has created a culture of respect and care in which pupils thrive.
- Most pupils rise to their teachers' high expectations and make strong progress from their starting points. As a result, standards are improving in reading, writing and mathematics.
- Teachers' and leaders' high aspirations for disadvantaged pupils, and those who have special educational needs (SEN) and/or disabilities, ensure that these pupils make good progress from their starting points. Leaders use additional funding well to provide effective support.
- The carefully designed curriculum ignites pupils' interests. Pupils value the stimulating experiences they are often given to develop their knowledge and skills. As a result, pupils are keen, confident learners.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils relish the responsibilities they are given to contribute to school life and work together. As a result, pupils successfully develop kind and respectful attitudes towards each other.
- Children in the early years are happy, successful learners. They make good progress because teaching meets their needs well.
- Governors provide effective strategic oversight of the school. They know the school well and effectively hold leaders to account.
- Pupils' behaviour is usually good. Pupils understand the school's values and know what is expected of them. However, sometimes their attention wanders when work is not matched well enough to their needs. This is also the case when teachers do not consistently reinforce behaviour expectations.
- The most able pupils in key stage 2 do not consistently achieve the higher standards available in writing and mathematics.

Full report

What does the school need to do to improve further?

- Improve teaching and outcomes for all pupils by ensuring that:
 - teachers reliably set tasks at the right level of difficulty to ensure pupils remain focused on their learning
 - teachers consistently reinforce the school's expectations for pupils' conduct
 - the most able pupils in key stage 2 consistently achieve the higher standard in writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads with an ambitious determination for all pupils to achieve well. Since joining the school in January 2016, she has successfully steered the school through a period of staff changes and taken effective action to improve teaching. As a result, pupils' outcomes have improved and continue to do so.
- Parents and carers are positive about the school. Nearly all parents who responded to Ofsted's online survey believe that the school is well led and that their children are taught well and making progress. The views of one parent echoed that of others:

I think everyone at the school works hard to provide an excellent environment for my children to learn and develop. It is exceptionally well led by an extremely committed and caring headteacher.
- Leaders successfully motivate staff. Leaders' accurate evaluation of teaching enables them to support and challenge colleagues effectively. Carefully planned induction enables new team members to settle quickly. Staff appreciate this support and can identify its positive impact on pupils' outcomes.
- Middle leaders know their subjects well. English and mathematics leaders' regular visits to lessons and scrutiny of pupils' work give them an accurate picture of teaching. As a result, they are clear about any improvement needed and take effective action.
- The thoughtfully designed curriculum provides pupils with a wide range of interesting opportunities. Pupils develop their skills and knowledge well across subjects. A varied programme of trips and after-school clubs helps broaden pupils' interests and ignite their enthusiasm.
- Pupils are well prepared for life in modern Britain. A good example of this was seen when pupils voted for their favourite book character costumes, worn to mark World Book Day. Pupils respected the democratic process and showed support and appreciation for pupils who won.
- Many helpful opportunities promote pupils' spiritual, emotional, social and cultural development. Across the school, pupils work well together, for example when they read in pairs. Older pupils listen respectfully to each other's viewpoints as they debate

difficult ethical issues. Consequently, pupils learn well to value each other.

- Leaders make efficient use of additional funding to ensure vulnerable pupils achieve well. Leaders' sound understanding of pupils' needs enables them to spend the money wisely.
- The national sports premium funding is used successfully to enhance the quality of physical education teaching and broaden the range of clubs on offer. This positive approach is increasing pupils' participation in sport.
- Additional funding to support pupils who have SEN and/or disabilities is used effectively to provide extra help, carefully matched to pupils' needs. As a result, these pupils receive the support and care they need to achieve well.

Governance of the school

- Governance is effective.
- Governors are clear about their strategic role. They know the school's strengths and areas for further development well. Governors' clear ambition for pupils' success unites them in their drive for continual improvement.
- Governors wisely check what leaders tell them by regularly visiting the school, for example meeting with teachers and talking to pupils. This rigorous approach enables governors to provide effective support and challenge to school leaders, which is helping to raise standards.
- Governors are skilled at monitoring pupils' progress. They keep a keen eye on the progress of key groups of pupils, including disadvantaged pupils and those who have SEN and/or disabilities. Governors ensure that leaders' spending of additional funding provides good value for money by making a difference to pupils' learning.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Consequently, pupils' welfare is central to the school's work.
- Leaders conduct the required recruitment checks and record these appropriately. Furthermore, the governor with responsibility for safeguarding regularly checks that these records comply with requirements.
- Staff receive helpful induction, training and updates, keeping safeguarding at the forefront of their minds. As a result, staff are vigilant and fully aware of the school's protocols and report any concerns appropriately.
- Staff work effectively with parents and other agencies. Timely referrals for outside help are made when needed.
- Pupils say they feel safe. They know they can talk to a member of staff if they are worried about anything and are confident that adults will help them if needed. Clear teaching means that pupils understand the dangers of using the internet and not to share their personal information online.

Quality of teaching, learning and assessment

Good

- Teaching is good throughout the school. As a result, pupils are keen to learn and respect their teachers' work. A pupil summed this up saying: 'The best thing about this school is the teachers. They teach us, but we also have fun as we learn.'
- Teachers plan stimulating activities which usually build successfully on pupils' previous experiences. Examples are seen in the many opportunities teachers give pupils to write, often linked to the interesting books pupils read.
- Teachers use their secure subject knowledge and skilful questioning to assess pupils' understanding and tackle misconceptions. As a result, teaching is usually pitched at just the right level to support pupils' strong progress. However, this is not consistently the case. Occasionally, some pupils' attention wanders, because tasks set for them are either too hard or too easy. Furthermore, at times, teaching does not offer sufficient challenge for the most able pupils, to help them achieve as well as they could.
- Directed well by teachers, teaching assistants provide effective support to pupils who need to catch up and those who have SEN and/or disabilities. They know pupils well and provide timely support that carefully matches their needs. As a result, these pupils make strong progress from their starting points.
- Right from the start, pupils are taught their letters and sounds well. Consequently, pupils skilfully apply their phonic knowledge to read unfamiliar words.
- Good teaching helps most pupils successfully develop their knowledge and skills across the curriculum. For example, in science, pupils were fascinated by an investigation into the composition of a heart. They recalled enthusiastically what they had learned.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy, friendly and confident. They typically display considerate attitudes and are sensitive to each other's needs. Older pupils demonstrate empathy in their writing, for example when creating letters from a soldier during the war.
- Pupils actively contribute to school life. Pupils know that their views are important to school leaders. For example, pupils proudly helped to write the school rules. At breaktime, some pupils are trained to help others promptly resolve friendship problems. These roles are well respected by others.
- Most pupils say they feel happy and safe. Pupils understand the difference between one-off incidents of unkind behaviour and bullying. They say that, on the rare occasions that bullying occurs, they can trust staff to take swift action to sort the problem out.
- The school has a welcoming ethos which many parents appreciate. Adults sensitively support pupils' social and emotional needs so that they feel secure and ready to learn.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous. They usually conduct themselves well throughout the day, because they know what is expected of them. There are occasional instances of pupils losing concentration in lessons, because work is not pitched at the right level. However, overall pupils talk positively about behaviour in school and feel able to get on with their work.
- Leaders take effective action to promote positive behaviour. Pupils respond well when staff apply the clear behaviour policy. However, this is not consistently applied by all staff to ensure that pupils concentrate fully on their learning. Staff work effectively with parents and outside agencies. Consequently, pupils receive the support they need and behave well.
- Lessons are calm, and pupils think sensibly about their ideas. Pupils respond promptly to teachers' instructions because classroom routines are well established. As a result, time is rarely wasted and pupils learn well.
- Pupils take care with their work and are proud of their accomplishments.
- Most pupils attend school regularly. Leaders take swift and effective action if their rigorous checks show a pupil's attendance has dropped. As a result, pupils' attendance has risen to be above the national average.

Outcomes for pupils

Good

- Phonics is taught well. In 2017, a higher proportion of pupils achieved the expected standard in the Year 1 phonics check than seen nationally. This reflected a significant improvement from the previous two years. By the end of Year 2, nearly all pupils achieve the expected standard in the phonics screening check. As a result, they are well prepared for reading and writing in key stage 2.
- Pupils in key stage 1, including the most able, achieve well. In 2017, the proportion of Year 2 pupils achieving the expected standard in reading, writing and mathematics was above the national average. A favourable proportion of pupils also achieved the higher standards in these subjects.
- In 2017, the proportion of key stage 2 pupils achieving the expected standard in reading and writing was similarly above the national average. This represented an improvement on the previous year. Disappointingly, outcomes in mathematics were below the national average, although still showing an improvement on the results from 2016.
- The proportion of key stage 2 pupils achieving the higher standard in reading in 2017 improved to be very close to the national average. While pupils' outcomes in writing and mathematics at the higher standard also improved, these remained below the national figure. There is more to be done to ensure that the most able pupils achieve as well as possible.
- The work seen in current pupils' exercise books, throughout key stages 1 and 2, shows that most are now making strong, often rapid, progress from their starting points.

- Disadvantaged pupils currently in the school make strong progress. These pupils receive efficient support well matched to their individual needs. This includes the most able disadvantaged pupils.
- Pupils who have SEN and/or disabilities make good progress from their individual starting points.

Early years provision

Good

- In 2017, the proportion of children achieving a good level of development at the end of Reception Year dipped below the national average. New leadership in the early years has brought fresh ideas and energy. Stimulating indoor and outdoor activities are carefully planned. As a result, current children are getting a great start to their education.
- Staff cleverly adapt the activities they plan according to the children's needs. They ensure learning is equally appealing to girls and boys, for example, and that those with lower starting points can catch up quickly. As a result, children make good progress
- Staff expertly develop children's early reading and writing skills. Consequently, children use their growing phonic skills to read simple texts successfully and are keen to write. Inspectors saw the children confidently using their phonics knowledge to write letters to each other, enthusiastically sealing the envelope when finished.
- Children are positive about their learning. Adults skilfully encourage children to ask questions, listen respectfully and co-operate with each other. Adults have consistently high expectations. Children sustain perseverance and concentration, because activities are interesting. Consequently, children develop the skills to become successful learners.
- Disadvantaged children and those who have SEN and/or disabilities make good progress, because adults swiftly identify their needs and provide appropriate extra help. Staff seek relevant support from external agencies when needed. As a result, these children make rapid progress from their starting points.

School details

Unique reference number	118288
Local authority	Kent
Inspection number	10040699

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Peter Ananicz
Headteacher	Ruth Roberts
Telephone number	01622 743596
Website	http://www.boughton-monchelsea.kent.sch.uk
Email address	headteacher@boughton-monchelsea.kent.sch.uk
Date of previous inspection	5-6 February 2014

Information about this school

- The school is a smaller-than-average-sized primary school.
- Most pupils are of White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for free school meals is below average
- The proportion of pupils who have SEN and/or disabilities is broadly average.
- The school manages its own breakfast and after-school club.
- In 2017, the school was below floor standards, which are the minimum expectations

for standards and progress for pupils in Year 6.

- The school meets the Department of Education's definition of a coasting school based on key stage 2 academic performance results in 2015, 2016 and 2017.
- The headteacher was not in post at the previous inspection.

Information about this inspection

- Inspectors observed teaching throughout the school. The majority of observations were carried out with senior leaders. A sample of pupils' workbooks was also examined.
- Inspectors held meetings with senior leaders, subject leaders and with a group of teachers.
- Inspectors met with members of the governing body, including the chair of governors.
- Inspectors met with pupils to discuss their views about the school and heard them read. The views of 66 pupils who responded to Ofsted's online pupil survey were also analysed.
- The lead inspector met with a representative of the local authority.
- The views of parents were taken into account by analysing 80 responses to Ofsted's online questionnaire Parent View and 41 additional free-text comments. Inspectors also spoke informally with parents at the start of the first day of the inspection.
- Inspectors considered the views of staff by analysing 17 responses to Ofsted's staff survey.
- Inspectors scrutinised documentation, including leaders' evaluation of the school's effectiveness, minutes of governing body meetings and notes of local authority visits.
- Safeguarding procedures were also reviewed.

Inspection team

Claire Prince, lead inspector

Her Majesty's Inspector

Andrew Hogarth

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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