

Boughton-under-Blean and Dunkirk Methodist Primary School

School Lane, Boughton-under-Blean, Faversham, Kent ME13 9AW

Inspection dates 15–16 October 2015

Overall effectiveness **Good**

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

Summary of key findings for parents and pupils

This is a good school

- Pupils are a credit to the school. They are very friendly and exceptionally polite and caring. They develop as well-rounded, confident individuals who thoroughly enjoy their time in school.
- Pupils' behaviour is outstanding in lessons, around the school and in the playground. They feel very safe and well looked after in school.
- Leaders and governors have taken successful action to ensure that the school has improved since the previous inspection.
- In just a few weeks, the new headteacher has gained the confidence and support of pupils, parents and staff. Staff morale is high and there is a shared determination to forge further improvements.
- Teaching has improved and is now good. All groups of pupils learn well and make good progress from their starting points.
- Teachers plan lessons that motivate and engage pupils well. They make sure that pupils know how to improve their work. Pupils have very good attitudes to learning and want to do well.
- Children get a good start to school in the early years. They make good progress and are ready for continuing their learning in Year 1.
- Parents are very positive about the school. One parent reflected the views of many with the comment, 'We know we have made the right choice for our child's education.'

It is not yet an outstanding school because

- Leaders do not always have a clear view on how well the extra support provided is meeting the needs of disabled pupils or those who have special educational needs.
- Pupils do not always make the same rapid progress in mathematics and writing as they do in reading.

Full report

What does the school need to do to improve further?

- Review the range and impact of provision given to disabled pupils and those who have special educational needs to ensure that it meets their learning needs as effectively as possible.
- Ensure that pupils make the same level of rapid progress in writing and mathematics as they do in reading.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, deputy headteacher and governors are ambitious for the school and share a determination to build on the strengths and improvements realised since the previous inspection.
- Pupils, parents and staff commented upon the positive impact of the work of the headteacher since his appointment. Parents reported on the calm, happy atmosphere in the school and appreciate the fact that the headteacher and deputy headteacher are both in the playground every morning to welcome parents and pupils. A group of pupils agreed that 'He is fun, he inspires us and encourages us to do our best. He helps us learn things we didn't think we could do.'
- While the school was without a permanent headteacher, the deputy headteacher, acting executive headteacher and governors ensured that pupils' learning remained paramount and that teaching and outcomes improved.
- The headteacher's enthusiasm and aspirations ensure that staff morale is high and all are determined to provide the best for pupils. Teachers appreciate the opportunities to develop their skills through further training. This helps them to develop individual skills as well as meeting school priorities. Teachers who are new to the school or at the beginning of their careers commented positively on the quality and range of support they receive.
- Senior leaders and governors rigorously check pupils' progress, the quality of teaching and all of the school's work. As a result, there is a clear and shared understanding of the strengths of the school and the key priorities for further development. Leaders have correctly identified, however, the lack of robust checks on the progress of some disabled pupils and those who have special educational needs to ensure that the additional support they receive is meeting their needs well.
- Where leaders identify any weaknesses in the quality of teaching and learning, support is given, action points are followed up and improvement is expected.
- Teachers are clear about expectations and know they are accountable for pupils' progress and learning. Leaders set challenging targets and expect them to be met before promotion or pay rises are considered.
- Subject leaders have a positive impact on the development of their subjects. Although some subject leaders are new to their roles, expectations are clear and they are already providing effective guidance and support to colleagues. More-established middle leaders are able to demonstrate marked improvements in pupils' outcomes as a result of their work. This is particularly evident in mathematics and physical education where specialist expertise has benefited the skills of pupils and staff.
- British values such as tolerance and respect are fostered very effectively through the school's values, the subjects taught and collective worship. Pupils have a strong sense of community and understand the need for rules within the school and in the wider society. Pupils' spiritual, moral, social and cultural development is promoted very effectively as it permeates all that the school does. Pupils learn about and celebrate different religions and cultures. Pupils are very well prepared for life in modern Britain.
- Staff plan the subjects taught carefully to engage pupils' interests and spark their enthusiasm for learning. Learning is enriched by a wealth of extra activities that inspire and motivate pupils. These include residential and day trips, visitors to school and a wide range of clubs. These activities extend learning beyond the classroom, help pupils to learn new skills and make a significant contribution to their personal as well as their academic development.
- The primary physical education and sport funding is used very effectively. It has made an invaluable contribution to increasing pupils' participation in a wide range of sporting activities through clubs and sports competitions. The funding has enabled the school to employ a specialist physical education adviser to enhance the skills of pupils and staff and therefore significantly improve outcomes for pupils.
- The school uses additional funding for disadvantaged pupils effectively to ensure that they take part in the full life of the school, including participating in trips and clubs, and receive additional academic support where needed. Funding was also used towards the appointment of a family liaison officer to support pupils whose circumstances might make them vulnerable, and their families. This has ensured that disadvantaged pupils are making similar good progress to other pupils nationally and other pupils in the school.
- **The governance of the school**
 - Governors provide a good level of challenge to leaders to ensure that the school continues to improve.
 - The governing body shares the ambition and aspirations of the headteacher to further improve

outcomes for pupils.

- Governors work well with the headteacher to identify the priorities for the school.
- The governing body now has rigorous procedures in place to monitor the work of the school so that there is a good awareness of strengths and weaknesses. This enables governors to hold leaders to account effectively.
- Governors have a clear understanding of the quality of teaching and how this links to performance and salary progression.
- The governing body ensures that additional funding is used effectively through robust monitoring to ensure that it is making a difference for pupils.
- The arrangements for safeguarding are effective. Leaders ensure that all staff and governors receive up-to-date training and everyone, including staff new to the school, knows what to do if they have any concerns.

Quality of teaching, learning and assessment is good

- Teaching across the school is now good. Previous weaker teaching has been addressed. As a result, pupils' outcomes in reading, writing and mathematics are good, and have improved since the previous inspection.
- There is a calm atmosphere for learning across the school and a very strong work ethic because teachers have high expectations for pupils. As a result, pupils have excellent attitudes to learning and strive to do their best.
- Pupils' exemplary behaviour helps them to work together well to share ideas and opinions. Their excellent personal skills mean that they always listen to others' views and thoughts, even if they do not agree with them.
- Pupils' excellent personal development also helps them sustain their concentration and perseverance. Pupils in Year 1 were totally absorbed in creating their own clay monsters in spite of the fact that they were all dressed up as Roald Dahl characters for 'Dahlicious Day'.
- Teachers use the school's assessment policy consistently for marking and feedback. Pupils say that teachers' comments and the 'Green Pen Work' they do in response help them to know what to do to improve.
- Teachers make sure that pupils are clear about what they need to do to achieve well. For example, Year 5 pupils had a clear idea of what makes successful persuasive writing and challenged themselves to attempt higher expectations than those for their group. Pupils are willing to take risks because of their very good and trusting relationships with teachers, and they are confident that their attempts will be valued.
- Teachers make good use of technology and displays around the class to support teaching and learning.
- Teachers and teaching assistants are skilled in questioning to help extend pupils' thinking and understanding. This also helps teachers check and pick up any misunderstandings to help pupils make good progress.
- There is an appropriate emphasis on developing pupils' skills in reading, writing and mathematics with increasing opportunities to develop these skills when working in other subjects.
- Teachers ensure that activities motivate and inspire pupils' learning. Trips linked to topics achieve this very well. Pupils in Year 6, for example, were writing descriptive narratives after a trip to the Ramsgate tunnels as part of their history study of the Second World War. A group agreed with one pupil who said, 'Going there meant we could use all our senses to experience it, it really helped us understand what it felt like and that will help us to describe it in our writing.' Pupils produced good-quality writing as a result and demonstrated their ability to empathise with others.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very confident and secure in the knowledge that staff listen to them and value their opinions and efforts. They enjoy their time at school, which is reflected in above-average attendance and a

punctual start to lessons.

- Pupils are extremely keen to share their views about school and learning, and give mature and considered reasons for their opinions.
- Pupils are exceptionally respectful and caring of each other and adults. One parent wrote, 'I continue to be really impressed with how the children treat each other. My child is very occasionally sad to say goodbye to me coming into school and invariably one of her classmates will come up to her and cheer her up and help her go in to class.' Another parent wrote, 'My children are very happy at school and this is reflected in their desire to learn. They have a great relationship with and respect for the teaching staff and also fellow pupils. There is a great sense of belonging and nurturing where children look out for each other.'
- Inspectors were very impressed with pupils' smiling faces, exceptionally good manners and friendly greetings each morning and during the day.
- Pupils say they feel very safe in school. They say they are not aware of any bullying. They have an excellent awareness, however, of different types of bullying and are confident to talk to adults in school if any issues should arise. Pupils know they are safe to learn without any type of discrimination and know that staff will not tolerate any language or actions that may cause offence.
- Pupils understand how to keep safe in a range of situations including when using the internet and social media.
- Most parents agree that their children feel safe, and are well looked after and happy at school.
- The breakfast and after-school clubs provide a safe and healthy start and end to the school day, and are welcomed by parents and pupils. One parent commented that, 'The outstanding breakfast club and after-school club are integral parts of the school and add to my children's overall academic and social development.'

Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves extremely well at all times. During a wet lunchtime, for example, the calm and purposeful atmosphere in the school was maintained because the pupils managed themselves exceptionally well. Older pupils mixed very well with younger pupils.
- Pupils' excellent behaviour was demonstrated during the inspection when the whole school took part in 'Dahlicious Day'. Pupils were dressed as favourite characters and enjoyed an assembly where they celebrated their work and achievements.
- Pupils' exemplary behaviour has a marked impact on their learning and progress in lessons. They are attentive, resilient and always proud of their achievements.
- School records confirm that behaviour is typically outstanding over time.
- Pupils understand and like the 'Good to be Green' behaviour system. They say it motivates them to behave well and that they are clear about what is expected and what is unacceptable.
- Most parents agree that the school ensures that pupils are well behaved.

Outcomes for pupils

are good

- Outcomes for pupils have improved since the previous inspection.
- Pupils' work in their books and the school's checks on progress show that pupils currently in the school make good progress in all year groups in a range of subjects.
- In 2015, the proportions of pupils who made the expected progress by the end of Year 6 in reading, writing and mathematics, from their different starting points at the end of Year 2, were above the national figures. The proportion making progress that was better than expected was considerably above average in reading, a little above average in writing and just below average in mathematics.
- As a result of their good progress, pupils' attainment by the end of Year 6 is above average in reading, writing and mathematics.
- The most-able pupils in all year groups are challenged to achieve well and make good progress. In 2015 in Year 2, the proportion of pupils achieving the higher levels in reading, writing and mathematics improved from the previous year and was above national averages. In Year 6, there was a slight dip from 2014 in the proportion of pupils reaching the higher levels in mathematics, writing and grammar, punctuation and spelling. The proportion in reading, however, improved.

- Disadvantaged pupils attain as well as other pupils nationally and other pupils in the school. Sometimes they do better. This is because they make similarly good progress to others and, over time, the school has ensured that any gaps in their achievement have narrowed or closed.
- As a group, disabled pupils and those who have special educational needs generally make similarly good progress to others over time. They particularly benefit from individual support to improve their reading skills. Some pupils, however, spend a lot of time outside the classroom receiving lots of different additional support. The school does not yet monitor the impact of this provision rigorously, to ensure that it is achieving the best possible outcomes.
- In the 2014 phonics screening check for pupils in Year 1, the proportion of pupils who reached the expected standard was below that found nationally. Leaders took rapid and successful action to improve phonics teaching and learning. As a result, the proportion reaching the required standard in 2015 in Year 1 improved considerably and was above average. Pupils who had moved into Year 2 were effectively supported to catch up.
- Pupils enjoy reading. They say they have lots of opportunities to read during the day and the most-able, fluent readers are pleased to be able to make their own choices about what they read. Younger pupils show a good grasp of phonics to help them read unfamiliar words. Pupils have a good sense of reading for meaning and often correct themselves when reading aloud if they make an error. Year 6 pupils were enjoying reading the class novel, *Goodnight Mr Tom*, which links with their study of the Second World War. They work in small groups to develop skills of inference and deduction to help their depth of understanding of a range of texts.
- School information shows that most pupils are achieving standards expected for their age across a range of subjects. Sports and the arts have a high profile in the school. Pupils spoke with enthusiasm about the skills and knowledge they had learnt from a recent 'enrichment day' that focused on art and design.

Early years provision

is good

- Children start in the early years with skills and knowledge that are typical for their age across all areas of learning.
- Children make good progress in the Reception year and are well prepared to continue their learning in Year 1.
- In 2015, the proportion of children who reached a good level of development dipped from the previous year although remained above that found nationally. Leaders quickly identified some weaknesses in the provision and took effective and rapid action to remedy this.
- Staff create a welcoming and safe atmosphere for children so they start the day happily and settle quickly into the routines. Children are happy. They listen well to adults and are keen to learn. One parent wrote, 'My child started school in September. He loves getting up in the morning and can't wait to get to school to start his day'.
- Adults know all the children well. There are good procedures to get to know them and their families before they start at school. Good relationships with parents ensure that they are well informed about their children's progress and can work in partnership with the school to support their children's learning.
- The quality of teaching, learning and assessment is good. The learning environment is stimulating and exciting. Children are thrilled to see their work displayed on the walls.
- Staff understand the needs of the children well. They promote children's language well by engaging them in conversations and asking questions that challenge children to think for themselves.
- Teachers and teaching assistants promote children's independence and have high expectations for children's behaviour, which is excellent. Children learn to share equipment and co-operate well with each other at work and play, both indoors and outdoors.
- Staff use the outdoor area well to promote children's physical development as well as their language and number skills. Children are well supervised and learn how to keep themselves safe, for example, when riding their tricycles or running around outside.
- Good leadership ensures that adults use assessments well to plan the next steps for children's learning, and welfare requirements are met. All groups, including disadvantaged children and disabled children and those who have special educational needs make similar good progress as adults meet their needs well.

School details

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| Unique reference number | 118705 |
| Local authority | Kent |
| Inspection number | 10006375 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 227 |
| Appropriate authority | The governing body |
| Chair | Jessica Boyle |
| Headteacher | Simon Way |
| Telephone number | 01227 751431 |
| Website | http://bad.kent.sch.uk/ |
| Email address | office@bad.kent.sch.uk |
| Date of previous inspection | 3–4 July 2013 |

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below average. The pupil premium is additional government funding for those pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school provides daily breakfast and after-school clubs.
- Since the previous inspection, the school has been led by the deputy headteacher and acting executive headteachers. The current, substantive headteacher took up his post in September 2015.

Information about this inspection

- Inspectors observed learning in 13 lessons. They talked to pupils about their work and looked at the work in pupils' books. Inspectors observed pupils at playtimes and lunchtimes and asked them for their views on the school. Inspectors also heard some pupils read.
- Meetings were held with the headteacher, deputy headteacher and other staff with key leadership responsibilities.
- Discussions were held with governors and a representative from the local authority.
- Inspectors looked at a wide range of documents including: the school's own check on its performance and the quality of teaching; the school improvement plan; information on pupils' progress; and records relating to attendance, behaviour and safeguarding.
- Inspectors looked at the 81 responses to the online questionnaire, Parent View, including some written comments. Inspectors also received one letter from a parent. An inspector spoke to some parents at the start of the school day, and spoke with one parent during the day. Inspectors also took account of 27 questionnaires returned by staff.

Inspection team

Margaret Coussins, lead inspector

Ofsted Inspector

Teresa Davies

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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