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Mr Simon Way
Headteacher
Boughton-under-Blean and Dunkirk Primary School
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Dear Mr Way

Short inspection of Boughton-under-Blean and Dunkirk Primary School

Following my visit to the school on 11 July 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You lead your school effectively with a strong sense of moral purpose. You have developed a staff team that is as dedicated as you are to doing their very best for all pupils. You are committed to providing pupils with opportunities that help them grow into well-rounded individuals who contribute positively to their communities.

Pupils' attitudes to learning and to each other are exemplary. The strong relationships between staff and pupils underpin the success of the school. The school ethos, 'doing all the good we can', contributes to pupils taking a positive approach in all that they do. One child explained, 'It helps me to remember to include other children in my games'. You have created a culture of inclusivity that values diversity, demands tolerance and ensures that equalities are central to the work of the school. Parents are overwhelmingly positive about the school. One parent summed up the views of many when they said, 'There is a very strong sense of belonging and community throughout the whole school. I feel very lucky that my children have attended such a brilliant, nurturing school.'

You ensure that actions taken to improve the school are effective. An example of this is the work that has been done to develop pupils' love of reading. The inviting and well-stocked library sits at the heart of the school and pupils can describe in detail their favourite authors and books. You have successfully addressed the areas for

improvement identified at the previous inspection and pupils' progress in mathematics and writing has improved and pupils generally achieve well.

The school environment is bright and welcoming. Children in the early years have access to a large and inviting outdoor area. Classrooms are equipped well and organised thoughtfully by teachers. Pupils are proud of their school and take good care of the resources that they use. Pupils enjoy playtimes because there is lots for them to do in the well-organised playgrounds and school field. The recent establishment of the well-being room provides a welcoming and nurturing space for pupils who wish to use it.

Governors share your desire to ensure that pupils receive a broad and interesting educational experience that equips them well for their futures. Their regular visits mean that they know the school well and they provide effective challenge to you and your staff team. Governors carefully consider the need to maintain the quality of education of the school while also looking beyond their watch and contributing to the success of other schools. The support you recently gave to another school provided opportunities to develop the skills of your own leaders.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. The promotion of effective safeguarding has a high profile throughout the school. The well-trained team of designated safeguarding leads meet regularly to review the needs of individual pupils and to ensure that they are doing all they can to keep pupils safe and well cared for. Staff report any concerns promptly and accurately and detailed records are kept. The school works well with external agencies and is rigorous in ensuring that information is shared appropriately when it is required.

The curriculum provides pupils with opportunities to learn how to keep themselves safe in a range of situations. They can explain how they stay safe when working online and what to do if they felt they were victims of cyber bullying. Pupils know the importance of maintaining healthy lifestyles and their own mental health. They have a good understanding of what bullying is and say that it very rarely happens at school.

Inspection findings

- During the inspection we agreed to focus on: how effectively leaders use additional funding for disadvantaged pupils; how effectively leaders have improved the quality of teaching since the previous inspection, particularly for pupils with special educational needs and disabilities (SEND); and how effectively the curriculum prepares pupils for the next stage of their education.
- The support for disadvantaged pupils is carefully planned and you have ensured that staff are knowledgeable about pupils' individual needs. Additional support from adults helps pupils to develop their knowledge and understanding. Adults work skilfully to provide extra challenge and support but ensure that disadvantaged pupils do not become overly reliant on their help. Consequently, disadvantaged pupils display the same high levels of independence as other children. While the majority of

disadvantaged pupils are making better progress than previously, their attainment in reading and writing still lags behind their non-disadvantaged peers.

- You have been successful in continuing to improve the quality of teaching since the previous inspection. Teachers have good subject knowledge and provide clear and concise explanations to pupils. They use questioning effectively to develop pupils' knowledge and check their understanding of new concepts that are taught. Learning is carefully planned so that tasks match the abilities of pupils. Pupils say that the work they complete is 'not too easy but not too hard'.
- Teachers are committed to their own improvement and always want to develop their expertise. One teacher explained, 'We know we don't know it all, we're open and we know that we always need to develop.' There is a strong desire among staff to be the best that they can be, and leaders involve teachers in choosing their own areas for improvement. Teachers describe an open-door approach to support and are confident to go and ask for any help that they require to improve. Nevertheless, leaders do not routinely identify aspects of teachers' practice that require development.
- Pupils with SEND are well supported and several parents praised the quality of help that their children receive. You have ensured that pupils with additional learning needs have clear provision plans and that these are reviewed regularly. Carefully-planned training has resulted in a staff team with a wide range of complementary skills that effectively meet the needs of pupils. The knowledgeable special educational needs coordinator works closely with external agencies to ensure that pupils receive the correct support.
- The curriculum is rich in experiences that allow pupils to learn interesting things across a wide range of subjects. An example of this was in Year 5 where pupils have been learning about the Battle of Bosenden that took place in the village. They have developed their historical understanding while also considering moral and ethical questions. One pupil explained, 'I've learned not to follow people without questioning what they're saying.' Pupils take part in a wide range of sporting opportunities during the school day and in after-school clubs. A large number of children learn to play a musical instrument and the school's rock band is popular among the pupils.
- Teachers plan carefully to allow pupils to develop their knowledge and skills within the topics that they learn about. For example, pupils in a design and technology lesson were given a variety of opportunities to practise their sewing skills before they created Viking purses. Leaders have begun work on reviewing the wider curriculum and helped middle leaders develop their skills so that they can successfully lead their subject areas. Nevertheless, the progression of skills and knowledge within the curriculum is not fully developed to ensure that pupils' learning builds on what they have already studied in previous years.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- middle leaders continue their work to ensure that progression is carefully planned for within the broad curriculum

- the quality of teaching and learning develops further so that all is as strong as the best, enabling all groups of pupils, particularly those who are disadvantaged, to make strong progress and attain highly.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Kent. This letter will be published on the Ofsted website.

Yours sincerely

James Freeston
Ofsted Inspector

Information about the inspection

During the inspection I met with you, senior leaders and representatives from the governing body. I also spoke with a representative from the local authority. I visited lessons across the school, to observe teaching, speak with pupils and look at their books. I spoke with pupils about their experiences of school and observed them at lunchtime. I met with a group of teachers and discussed their work. I analysed 80 responses to Parent View, Ofsted's online questionnaire for parents. A range of documents were examined, including the school's self-evaluation; the school's improvement plan; documentation relating to safeguarding, attendance information and the curriculum.