

Boughton-under-Blean and Dunkirk Primary School

Inspection report

Unique Reference Number	118705
Local Authority	Kent
Inspection number	358426
Inspection dates	2–3 March 2011
Reporting inspector	Lindsey Diamond

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

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	207
Appropriate authority	The governing body
Chair	Jessica Boyle
Headteacher	Hugh Greenwood
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed, taught by seven teachers. Meetings were held with the Chair of the Governing Body and two other governors, a local authority representative, and senior and middle managers. The team observed the school's work, and looked at the school's data on attainment, learning and progress for all year groups. The school development plan, self-evaluation documentation and lesson plans were also scrutinised. The inspection team analysed 76 questionnaires completed by parents, as well as talking informally to groups of parents and carers. Additionally, 102 questionnaires completed by pupils in Years 3, 4, 5 and 6, and 27 completed by staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils learn and make progress in reading, writing and mathematics throughout the school.
- How well the curriculum allows pupils to make choices in their learning.
- The use of assessment, tracking and target setting as a tool to support learning to ensure all learners' needs are met.
- The impact of leaders and managers, at all levels, on driving improvements across the school.

Information about the school

Since the last inspection, the two separate schools of Boughton under Blean and Dunkirk federated with a single governing body before amalgamating on the same site. The new school, formed in April 2008, is a slightly smaller-than-average-sized primary school. Most pupils attend from the immediate area, although some do come from further afield. The proportion of pupils with special educational needs and/or disabilities is broadly in line with all schools nationally, although the proportion of pupils with a statement of special educational needs is below the national average. The proportion of pupils known to be eligible for free school meals is significantly lower than the national average. Most pupils are from a White British background.

There is pre-school provision on the site, but this is not managed by the school and is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Boughton Under Blean and Dunkirk is a satisfactory school. Pupils' achievement is satisfactory overall and attainment is broadly average. Children with special educational needs and/or disabilities are carefully tracked and the impact of any interventions that are put in place to support them is well monitored. As a result, learning and progress for these children are good. Because they are able to apply their basic skills securely, pupils are adequately prepared for the next stage of their education.

The school ethos is friendly and welcoming, with good care, guidance and support which results in positive relationships and pupils making good gains in their personal development. Pupils enjoy school and are eager to talk about their learning. Their behaviour is good, both around the school and in the majority of lessons. On the very few occasions when behaviour was less positive, it was in lessons where teaching was not as stimulating. There are a number of strengths in teaching but these are not consistent across different year groups because planning does not always take sufficient account of the needs of individuals and groups of pupils. As a result, pupils in a few groups are not sufficiently challenged and this limits their progress. Also, teaching assistants are not always used effectively in classes. As a result, the overall quality of teaching is satisfactory rather than good. Attendance is average and pupils are punctual. Teachers are developing links between subjects which help to make learning relevant and interesting in most lessons. Good use is made of visits and visitors in order to enhance the curriculum.

Since the last inspection, senior leaders have developed effective systems for evaluating the strengths and weaknesses of the school and these are beginning to play an important part in improving pupil performance, so that attainment, which is currently average, is rising. Leaders are ambitious and focused on raising the quality of teaching and learning. They are fully aware of the issues that currently exist in some areas and are training staff to more accurately assess and identify gaps in learning. As a result, teaching staff are becoming better at identifying and focusing on next learning steps for individuals and groups of pupils. The school has worked well to address all areas for improvement that were identified during the last inspection. Although positive overall impact has been relatively recent, there is evidence of strong improvement in several areas, supported by accurate self-evaluation. The leadership team has clear plans in place to continue with this work and is fully aware of the school's most urgent priorities. As a result, the school has good capacity to improve and the ability to fulfil its emerging vision for the future.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Ensure that pupils achieve well and make good progress in their learning consistently across all year groups by:
 - ensuring that all pupils are adequately challenged in their work
 - checking regularly on the progress of pupils across different year groups.
- Ensure that teaching is of consistently good quality by:
 - ensuring that teachers' planning includes careful consideration of the needs of individuals and groups of pupils
 - improving the deployment of teaching assistants so that they are more involved in supporting pupils' learning.

Outcomes for individuals and groups of pupils

3

Pupils' attainment when they start Year 1 is generally just above average. The majority of pupils make satisfactory progress during their time at the school. In lessons, pupils are working at least in line with national expectations, although there is too much variation in the rate of progress across different year groups. The school's recent focus on developing pupils' skills in writing is beginning to have a clear impact in some year groups. Pupils make the best progress in lessons where they are challenged by the work set. For example, in a Year 6 class, pupils were fully engaged in writing a 'scary story', with carefully planned tasks ensuring that all were suitably challenged. They were eager to participate, and as a result learning and progress were good. In a minority of lessons, pupils' progress was slower, mainly because too little consideration had been given to planning challenging activities that matched pupils' ability levels.

Pupils of all ages report that they enjoy school and feel safe. This is supported by the views of parents and carers and the school council. As well as enjoying regular physical activity within the school day, their skills and enthusiasm are promoted well through the good range of clubs on offer, which are popular and well attended. Pupils demonstrated a good understanding of healthy lifestyles. Pupils are given a good range of opportunities to develop their cultural knowledge and understanding through music, visits and visitors. The school has a key role in the local community, with pupils participating in church events and taking part in local drama productions.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall, as there remains too much inconsistent practice across different year groups, although some good and outstanding lessons were seen during the inspection. Where teaching is most effective, as in a Year 3 mathematics lesson, teachers carefully check pupils' understanding of new learning at key points in the lesson before moving on at a good pace to introduce further concepts. As a result, learning for pupils in these lessons is good. Assessment systems are in place to support learning and are developing throughout the school. However, despite assessment now being significantly improved, it is still too early for improvements to have had consistent impact on the pace of learning in all classes. Opportunities are missed by teachers in some lessons to make better use of teaching assistants in helping to record what pupils know so that any gaps in understanding can be addressed. The whole-school focus on marking as a tool for learning, alongside the setting of individual pupil targets, is especially effective in some classes in ensuring that assessment informs planning for next learning steps. The large majority of pupils are aware of their own learning targets and, as a result, are developing skills in assessing their own work. Nevertheless, the close attention paid to tracking the progress of pupils with special educational needs and/or disabilities is not always evident in other areas.

The curriculum provides a well-thought-out and exciting range of opportunities to engage the learner and is supported by focus days, visits and visitors. This was seen when a Year

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4 class, wearing Greek costume, enjoyed a Trojan Horse production in the village hall as part of their learning history curriculum. The good curriculum is now having an impact on learning, as is evident in, for example, improvements in the quality of pupils' writing. Where this is strongest, there are clear links between subjects, enabling learners to apply skills more freely across the curriculum. However, impact is not yet evident in all classes and in all curriculum areas. The curriculum is further supported by well-organised and well-attended before- and after-school provision.

The school staff know the pupils well and ensure that potentially vulnerable pupils are well catered for. Pupils have a clear view of whom they can turn to if they have concerns, and have confidence that the systems in place will be effective in supporting them. The school effectively supports its most vulnerable pupils and removes barriers that prevent them from learning. Provision for pupils with special educational needs or who need to accelerate learning in a particular area is well developed and the school effectively participates in programmes such as 'reading recovery'.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher demonstrates a strong drive and ambition to take the school forward and has a clear vision for continued positive change. There is clear evidence of the impact of actions undertaken to date, for example in appointing an English team leader focusing on developing writing, which has led to accelerating learning in this area for targeted classes. Senior leaders and middle managers have an increasingly active role, both in whole-school development and in communicating high expectations to all members of the school community. Senior leaders have an accurate view of teaching and learning and have plans in place to accelerate pupils' progress across the school. They are fully aware of the need to continue to check on the progress of pupils to ensure greater consistency across classes.

The school is supported well by the governing body, which fulfils a clear strategic role, providing a good level of challenge as well as support. The governing body recently reorganised its committee structure and this has helped ensure that it is fully and systematically involved in monitoring the school's work and holding school leaders to account.

Leaders are well focused on promoting equality and tackling discrimination. Gaps between the achievements of different groups of learners are now closing quickly. There are high levels of respect shown between pupil and pupil, and between staff and pupils, which demonstrate the good set of values and principles that the school promotes. All

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safeguarding procedures and checks on adults are robust. ♦ Staff are well trained in child protection procedures and there are clear management responsibilities to ensure pupils are protected.

Good partnership links with local schools and support agencies contribute to the provision, both by extending the curriculum and by supporting pupils with specific needs. The school encourages parents and carers to become involved in the life of the school and in their children's learning. The promotion of community cohesion is satisfactory. Pupils develop a clear understanding of the school and local communities. Their cultural development is good overall and they are respectful of different faiths. However, pupils' awareness of life in other parts of the United Kingdom and in the global community is more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Just over a third of parents and carers responded to the questionnaire, which is lower than the average return rate. The results are generally very supportive of the school and the way it operates. As one parent commented, 'Boughton is a happy school that delivers a well-balanced curriculum', while another refers to the 'hard- working and approachable staff'. There were few concerns in the comments received, although several parents and carers stated that they would like better communication between home and school so that they felt more involved in decisions that affected their children. The most common example given was the school's decision to move to children calling staff by their first names, and the potential impact on learning.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	57	33	43	0	0	0	0
The school keeps my child safe	49	64	27	36	0	0	0	0
My school informs me about my child's progress	30	39	39	51	6	8	0	0
My child is making enough progress at this school	35	46	32	42	7	9	0	0
The teaching is good at this school	43	57	30	39	1	1	0	0
The school helps me to support my child's learning	31	41	40	53	5	7	0	0
The school helps my child to have a healthy lifestyle	34	45	39	51	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	39	37	49	2	3	0	0
The school meets my child's particular needs	31	41	39	51	3	4	0	0
The school deals effectively with unacceptable behaviour	33	43	35	46	5	7	1	1
The school takes account of my suggestions and concerns	23	30	38	50	6	8	5	7
The school is led and managed effectively	32	42	35	46	3	4	4	5
Overall, I am happy with my child's experience at this school	45	59	25	33	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2011

Dear Pupils

Inspection of Boughton under Blean and Dunkirk Primary School, Faversham ME13 9AW

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers, and observing the lessons, assembly, lunchtimes and play times. You and your parents told us that most of you enjoy school. We found that your school is satisfactory, and that there are many good things going on. These are the things we found that your school does especially well.

- You get off to a good start in Reception.
- You make at least satisfactory progress from Year 1 to Year 6 and reach broadly average standards by the time you are ready for secondary school.
- Your behaviour is good in class and around the school.
- Your governors, headteacher and senior managers have a clear view of how they want the school to improve.
- Staff work hard to make your learning interesting.
- A wide range of clubs and extra activities is offered to you, both before and after school.

We have asked your staff and governors to work on these two key areas that will make your school even better.

- Keep a very close eye on how well you are learning so that they can use this information to plan the next steps of your learning carefully.
- Ensure that teaching is as good in all lessons as it already is in the very best. This means making sure that each one of you is given work at just the right level for you.

You can help with these improvements by asking questions in learning time and making sure that your teacher knows if work is too easy or too hard.

I wish you every success for the future.

Yours sincerely

Lindsey Diamond

Lead inspector

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