

# Monkton Church of England (Controlled) Primary School

## Inspection report

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<b>Unique Reference Number</b>	118697
<b>Local Authority</b>	Kent
<b>Inspection number</b>	379664
<b>Inspection dates</b>	19–20 October 2011
<b>Reporting inspector</b>	Kath Beck

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Coles
<b>Headteacher</b>	Janet Graham
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	The Street Monkton Ramsgate CT12 4JQ
<b>Telephone number</b>	01843 821394
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<b>Email address</b>	headteacher@monkton.kent.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. Five teachers were observed teaching nine lessons. Meetings were held with parents, carers, groups of pupils, staff and representatives of the governing body. They observed the school's work, and looked at documentation, including the school's data and analysis of pupils' attainment and progress, procedures for safeguarding pupils and the school's development plan. In addition, inspectors looked at a report from the local authority, pupils' work, attendance records, and responses to questionnaires completed by staff, pupils and 48 parents and carers.

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

- Is teaching sufficiently challenging, especially for the most able pupils in Years 3 to 6?
- Are children in the Early Years Foundation Stage making a good start to their education and achieving as well as they can across all the areas of learning?
- How effectively is information and communication technology used to maximise learning across the curriculum?
- How has the new building contributed to raising the quality of provision?

## Information about the school

This is a smaller-than-average primary school. The majority of pupils come from the immediate locality and the surrounding villages. Almost all pupils come from White British backgrounds. A very small number come from minority ethnic groups and, of these, few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below that found in most schools nationally. Almost one fifth of the pupils have been identified as having special educational needs and/or disabilities. This is slightly higher than the national average. Their needs relate mostly to behavioural, emotional, speech and language and moderate learning difficulties. Except in the Early Years Foundation Stage, pupils are taught in mixed-age classes. A significant building programme completed after the last inspection has provided the school with new classrooms, a hall, a small computer suite and its own kitchen.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. The school's motto 'Every child is special' continues to be the key to its success. Staff know each child exceptionally well and ensure that an inspirational curriculum caters for their specific needs. Consistently high quality teaching that captures pupils' interests, and thorough analysis of their work mean pupils, including those with special educational needs and/or disabilities, make rapid progress from their starting points. Their exemplary behaviour contributes markedly to their learning. The ability range within each year group varies widely and this sometimes affects the outcomes of national tests. That said, except in 2011, where pupils' attainment was broadly average, attainment has been high for several years. Already this year, over one third of the pupils in the current Year 6 are performing at a very high level. This is because they have been challenged to do as well as they can on their journey through school. Pupils' talents are recognised and encouraged strongly, especially in writing, sport, art and mathematics.

Since the last inspection an important building project has been completed. This has had a major impact across many aspects of the school. Space for high quality computer provision means attainment in information and communication technology (ICT) has risen significantly. ICT is used successfully across many subjects to maximise learning. Older pupils develop exceptional skills for the future, not only through their high level of literacy and numeracy, but also by proficient use of the internet for independent research. Partnerships with the local community, other schools and professionals have strengthened as there is space to hold special celebrations and to meet privately or to get together to share expertise to enrich pupils' learning. Nutritious meals cooked on the premises contribute much to pupils' adoption of healthy lifestyles.

Pupils make great strides in their personal development and are deeply reflective of their own and others' experiences. They showed considerable concern over Japanese students who had visited the school, returning home just before the tsunami. They were determined to find out if they were safe and worked resolutely to raise funds for the appeal. Strong partnerships with parents and carers, along with exceptional care, guidance and support, enable families to consider fully the options for their child's future prior to transfer to secondary education.

Children in the Early Years Foundation Stage make a good start to their education. They settle quickly, become enthusiastic learners and enjoy a wide range of activities. These stimulate their curiosity and promote their personal, social and

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emotional development and early literacy and numeracy skills well. Children also achieve well in their knowledge and understanding of the world and physical and creative development. However, planning does not include enough opportunities that challenge children to solve problems through their play indoors or outdoors.

Outstanding leadership and management have brought about strong teamwork between the staff and the governing body. Training and performance management have resulted in high levels of professional competence for all staff. Rigorous monitoring and self-evaluation have ensured that the school has built very successfully on the major strengths identified at the time of the last inspection. These features along with its track record and a clear, precise programme to make the school even better mean it has an outstanding capacity to improve.

**What does the school need to do to improve further?**

- In the Early Years Foundation Stage, provide more opportunities for challenging play activities that extend children's skills in problem solving indoors and outdoors.

**Outcomes for individuals and groups of pupils****1**

Overall outcomes for pupils are outstanding. Pupils' starting points vary, but generally they are in line with those normally found. High quality teaching, based on pupils' individualised needs, promotes exceptional progress. In an outstanding mathematics lesson in Years 1 and 2, work was carefully matched to pupils' ages and needs. The youngest pupils worked cooperatively to balance objects of similar size and weight, while the most able were weighing objects in kilograms and grams. Other children were challenged to read the weights on packaging and order items from lightest to heaviest. All remained fully engaged, helping each other, discussing their ideas and enjoying their learning. Pupils reach high standards in reading as, regardless of age, they often read to an adult. A recent focus on developing pupils' literacy skills has proved very successful in enabling them to write imaginatively and confidently.

The most able pupils are challenged consistently. Their skills in writing are exceptional in captivating the interest of the reader and evoking an emotional response. In mathematics, they are accomplished in applying their skills to solving difficult problems. The progress of pupils with special educational needs and/or disabilities is extremely good. This is because their programme of work is based on a careful analysis of their specific learning needs. While fully integrated into lessons, they also receive one-to-one tuition that takes into account advice from other professionals, such as speech and language therapy. Pupils with behavioural difficulties are managed very well so that they grow in maturity and take responsibility for their actions. The vast majority of pupils attend regularly.

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Pupils show high levels of respect for one another and are proud of their responsibilities and contribution to the school and local community. Harvest gifts and the care pupils take of the local war graves are much appreciated. They enjoy talking with older members of the community at lunches with grandparents and celebrations of Remembrance Day. This has enhanced their knowledge of local history. Pupils act as ambassadors sharing their excellent understanding of healthy lifestyles with other schools at ‘World Food Day’. They feel safe in school and have a very clear understanding of what to do to keep themselves safe and know who to turn to if they have any concerns. Pupils have strong empathy with those less well off than themselves, raising funds and learning about the difficulties experienced by cocoa farmers. They engage very well with those from different backgrounds and nationalities. Their links with Japan and Belgium give them in-depth understanding of lives very different from their own. These high quality outcomes and opportunities to use their initiative prepare pupils extremely well for their future lives.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Outstanding teaching in whole-class, small group or one-to-one lessons ensures pupils build up knowledge, skills and understanding rapidly. Staff use imaginative ways to make learning purposeful, relevant and enjoyable to spark pupils’ enthusiasm and enable them to apply their skills effectively. For example, to help pupils write well about a character from Victorian times, children took on different roles. They drew on their experiences during a recent visit to a museum where they

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

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lived as Victorians for the day. They acted out their ideas of what it may have been like to be a ‘chimney sweep’. This gave pupils much to write about. Thorough reviews of pupils’ work, often individually with their teacher, accelerate their learning. Staff amend their planning and design subsequent lessons to build on strengths identified, and to correct misconceptions. Pupils’ thinking is challenged by effective questioning. Feedback reminds them of the strategies they need to use to work out challenging problems in mathematics. The very effective deployment of teaching assistants supports pupils of all abilities so they do their best.

An inspirational curriculum promotes pupils’ academic and personal development across a range of subjects extremely well. Consequently, they make useful links that make their learning more meaningful. For example, historical knowledge gained in learning about the Saxons helps pupils also understand the story of Beowulf. Other projects, such as the sinking of the Titanic, involve extensive use of historical research skills. Another enjoyable project to make musical instruments enhanced the application of literacy, numeracy and design skills. The curriculum is enriched fully by a wide range of after-school clubs, visits, visitors and themed days that add much to pupils’ pleasure in learning.

The school’s commitment to meeting the individual needs of all pupils and their families is demonstrated through its exceptional care, guidance and support. Staff who are trained well in counselling, behaviour management and in meeting specific needs ensure that provision is sharply targeted to help pupils overcome barriers to their learning. Year 6 pupils receive very clear guidance about how to stay safe when they transfer to secondary school. The school takes vigorous and effective action to prevent families taking holidays in term time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Inspirational leadership and management have brought about high levels of morale among the staff and governing body. Pupils’ progress has remained rapid as they meet the ambitious targets set for them. Since the last inspection staff have taken on leadership roles and share fully in the robust self-evaluation that supports the school’s high level of success. The school’s ethos of valuing each pupil as an individual places the promotion of equal opportunities at the heart of its work. To meet these demands staff are deeply reflective about their teaching and how their pupils learn best. Strategies used to raise the quality of teaching are monitored

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carefully. They have proved to be extremely successful as most pupils are making exceptional progress.

The effectiveness of the governing body is outstanding. It has a thorough and insightful knowledge of the school and has been instrumental in enabling pupils to make a significant contribution to the local community and beyond. Links with a school in Belgium and students in Japan as part of its programme for community cohesion contribute considerably to pupils’ knowledge of other faiths and cultures. The governing body has been very successful in supporting and challenging the school to achieve its high quality provision and outcomes. It is vigorous in ensuring that all staff and pupils are safe. Arrangements are checked frequently to reflect new technologies. Parents, carers and pupils are made fully aware of the dangers of the internet and how to keep safe. Robust risk assessments minimise the possibilities of harm, especially for those whose circumstances may make them vulnerable.

The exceptional partnership with other schools has enabled pupils to take advantage of opportunities to engage in over 30 different sports. Parents and carers are especially appreciative of the way their child is cared for and helped to do their best.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Outstanding leadership and management of the headteacher have led to notable improvements in the quality of provision and the environment, indoors and outdoors. The number of children reaching or exceeding the national average across all the areas of learning has increased rapidly in the past two years. Transition arrangements are very effective in helping children to settle quickly into school. Information from parents, carers and pre-school settings enables staff to build



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successfully on what children already know and can do. Parents and carers are enabled to support their children’s learning at home. Sessions for them to learn about the ways children are taught the sounds letters make and to read, write and count are well attended.

Children enjoy a delightful range of activities that meet their interests and enthuse them into developing good levels of achievement. They really enjoy doing the ‘robot walk’, an amusing dance that helps them to build up the physical skills that help them to write. Their investigation into the different sounds they could make by sifting sand, hitting kitchen utensils and playing musical instruments added to their knowledge and understanding of the world. It also helped them to distinguish different sounds made by the initial letters of the instruments. Communication skills are enhanced through their role play, as policemen, builders or playing in the cafe. Riding on their wheeled toys adds much to children’s physical development. However, opportunities are missed to build greater demands into some activities so that they can work out ways to solve the problems they present.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

An above average percentage of parents and carers responded to the questionnaire. All those responding were very pleased with the way the school keeps their child safe, their child’s progress and their experience of the school. Written comments praised the school for the way each child is cared for. A very small number of parents and carers consider that the school does not provide sufficient information about their child’s progress or take account of their concerns. Few added written comments to explain these views. Individual issues that parents and carers raised were brought to the attention of the headteacher and taken into account by the inspection team. Inspection evidence endorses the positive views that parents and carers hold about the school.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Monkton Church of England (Controlled) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	67	16	33	0	0	0	0
The school keeps my child safe	36	75	12	25	0	0	0	0
The school informs me about my child’s progress	28	58	16	33	3	6	0	0
My child is making enough progress at this school	33	69	15	31	0	0	0	0
The teaching is good at this school	33	69	15	31	0	0	0	0
The school helps me to support my child’s learning	27	56	20	42	0	0	0	0
The school helps my child to have a healthy lifestyle	26	54	21	44	0	0	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)	23	48	21	44	1	2	0	0
The school meets my child’s particular needs	28	58	17	35	0	0	0	0
The school deals effectively with unacceptable behaviour	22	46	25	52	0	0	0	0
The school takes account of my suggestions and concerns	25	52	20	42	3	6	0	0
The school is led and managed effectively	34	71	13	27	0	0	0	0
Overall, I am happy with my child’s experience at this school	37	71	11	23	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



21 October 2011

Dear Pupils

**Inspection of Monkton Church of England (Controlled) Primary School,  
Ramsgate CT12 4JQ**

Thank you for the very friendly way in which you welcomed us to your school when we visited you recently. You told us you were very happy at school, feel very safe, have lots of good friends and enjoy all the fun things there are to do. You mentioned that you are really looking forward to the special day of events when your 'sports ambassadors' receive the Olympic torch and carry it to the next school in 2012.

You said that you really like your new building. You like using the computers in the computer suite, and enjoy the tasty, nutritious school lunches cooked in the school's own kitchen. You also said you are glad to have your Wellington boots in school so that you can play on the field even if it is wet. You are proud that you have helped to design the playground, the play spaces on the field, the sensory garden and you like helping on the allotment.

You go to an outstanding school. Everyone working in the school sees each one of you as a special person and looks after you extremely well. Staff help you to do your very best, and make your lessons really interesting so that you learn many new things that will help you in the future. They find out your special talent and help you to develop it, whether it is in sport, writing, maths or art. You are especially kind and helpful to one another. You were very keen to find out how your new Japanese friends fared when the tsunami occurred.

Everyone in Monkton wants to make it even better. We have asked the grown-ups to:

- give the youngest children in school more opportunities to solve problems when they are playing indoors and outdoors.

We know that you will continue to do your best. We are sure that the youngest children will try as hard as they can when their teachers give them more challenges and ask them to work things out for themselves.

Yours sincerely

Kath Beck  
Lead inspector

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