

# Monkston Primary School

Wadhurst Lane, Monkston, Buckinghamshire, MK10 9LA

**Inspection dates** 12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. From pupils' broadly average starting points, progress is good; so that by the end of Key Stage 2, attainment is above average.
- Teaching is good and some is outstanding. The activities that teachers use in lessons make them interesting and engaging for pupils.
- Pupils' behaviour is outstanding and pupils enjoy school. They attend regularly and feel safe and are happy, secure and ready to learn.
- Parents are highly supportive of the school.
- The curriculum is well planned and captures pupils' imagination. It makes a very positive contribution to pupils' enjoyment of school and to the progress pupils make.
- Leaders and managers at all levels, including the governing body, have high aspirations for the school's future. They have a clear picture of the school's successes and fully understand which areas require improvement.
- The impact of leadership and management is evident in the improvements in behaviour, teaching and pupils' achievement. The school is continuing to improve.

### It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high quality to raise achievement to outstanding by increasing the proportions of pupils in the Early Years Foundation Stage and Key Stage 1 who reach levels that are higher than expected for their age.
- The leaders' observations of lessons are not always used sufficiently effectively to ensure more teaching is outstanding.
- In some lessons, pupils at different levels are not always sufficiently supported to enable them to make as much progress as they should. This is because their individual needs are not identified accurately.

## Information about this inspection

- Inspectors observed 28 lessons, taught by 15 teachers, one of which was a joint observation with the headteacher. The headteacher discussed the quality of that teaching with an inspector. In addition, inspectors listened to pupils read.
- Inspectors looked at a range of documentation including the school improvement plan, the school's own assessment data and safeguarding documentation.
- Meetings were held with the Chair of the Governing Body and four additional governors, senior leaders and two groups of pupils.
- Inspectors took account of 35 responses to the on-line questionnaire (Parent View), the school's own survey information and met some parents informally at the start of the school day.

## Inspection team

Graeme Burgess, Lead inspector

Additional Inspector

Wendy Marriott

Additional Inspector

Colin Lower

Additional Inspector

## Full report

### Information about this school

- This primary school is larger than the averaged-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for whom the school receives additional income (the pupil premium), is below the national average.
- The proportion of pupils supported at school action plus, or by a statement of special educational needs, is in line with the national average. The proportion supported at school action is also in line with the national average.
- The proportions of pupils from minority ethnic backgrounds, and those who speak English as an additional language, are above the national average.
- The school does not use alternative provision.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching so that more is outstanding, particularly in the Early Years Foundation Stage and Key Stage 1, by ensuring:
  - that teachers respond at an individual level to the needs of pupils during lessons so that those who need it are better supported in regard to accessing the next stage of their learning
  - that pupils who understand and are engaged with the task are given more uninterrupted time to spend practising and applying their skills so that they can learn more effectively.
- Increase the impact of leadership and management by using the arrangements to manage teachers' performance, particularly lesson observations, to improve the effectiveness of teaching staff.

## Inspection judgements

### The achievement of pupils is good

- Pupils, including those from minority ethnic groups and those who speak English as an additional language, make good progress from their starting points, especially in Key Stage 2. Their standards in reading, writing and mathematics are above average when they leave the school.
- Pupils in Key Stage 2 consistently make better than expected progress in all year groups.
- Progress in Year 6 is a particular strength. This is because the school uses additional resources effectively to support learning between January and May each year. Pupils make rapid progress as a result of well-planned teaching sessions which involve the headteacher. In English, more-able pupils thrive because of the opportunities provided for them to extend their knowledge and skills.
- Children in the Early Years Foundation Stage and pupils in Key Stage 1 are not yet consistently making this same level of progress. Although there was a significant improvement in standards in reading in Key Stage 1 last year, standards over the last three years have been broadly in line with the national average.
- Disabled pupils, and those with special educational needs, are successfully meeting the challenging targets set. The school has high expectations of pupils regardless of any barriers they have to overcome. Parents and carers talk very positively about the support and care their children receive.
- Pupils who are eligible for support through pupil premium funding are making good progress. For example, average point scores show the gap between them and the pupils attaining the average level or above in both English and mathematics nationally by the time they leave primary school, and who are not eligible for this support, closed by a significant percentage last year. The school has used its funding to provide these pupils with extra support by employing an additional teaching member of staff.
- Pupils achieve well in a wide range of subjects. The school has successfully increased provision in music and sport and can point to notable impact on pupil outcomes as a result.

### The quality of teaching is good

- Teaching is good, and sometimes outstanding. Teachers plan lessons that excite and interest pupils and help them to learn. Topic work, such as the Ancient Egyptians, is used imaginatively in mathematics, for example, where pupils are challenged to crack an Egyptian code which is presented on Egyptian scroll, and this engages pupils' interest and encourages good learning.
- The teaching of literacy is well planned with plenty of opportunities to stimulate pupils' interest through movie clips, background atmospheric music and discussions with their classmates before beginning writing activities. Both boys and girls enjoy the wide range of opportunities for writing that are planned throughout each school term.
- Teachers make good links between subjects. For example, pupils practise their literacy, historical, and information and communication technology (ICT) skills when learning about the past.
- Teachers have high expectations of pupils' abilities and set challenging tasks. They give pupils plenty of opportunities to work in pairs and small groups. This promotes outstanding social skills and contributes well to pupils' good speaking and listening skills.
- The quality of teachers' marking is consistently good across the school and pupils are encouraged to respond to it.
- Teachers are usually clear about the skills the children have mastered and plan lessons to build on these skills. Occasionally, however, tasks set for the pupils in some lessons in the Early Years Foundation Stage and Key Stage 1 are too challenging and can lead to misunderstanding.
- Teachers do not always respond quickly enough to individual pupils' misunderstanding in lessons

to secure outstanding progress.

- In some lessons, pupils are taken to the carpet in groups, even if they understand and are working well on the task. This means that opportunities for learning are interrupted and progress is not as good as it should be.

### **The behaviour and safety of pupils** are outstanding

- Attendance is high. Pupils arrive promptly and take responsibility for moving into their daily routines and settling into their work.
- Pupils take pride in their school, have a strong sense of right and wrong and show outstanding respect for one another and for the adults in the school. They regularly hold open doors for visitors to pass through and move around the building sensibly at all times.
- Pupils' outstanding attitudes towards learning contribute exceptionally well to their good progress.
- Pupils state that they feel safe in school. Parents and carers who responded to the Parent View questionnaire, and those who spoke with inspectors, agree. They commented that attitudes towards learning had improved considerably since the arrival of the new headteacher four years ago. Pupils talk confidently about how to keep safe when using the internet.
- Instances of bullying and poor behaviour are very rare. Pupils told inspectors that they all feel well looked after and that there is always someone to help and to talk to, and that there is always a teacher outside.
- A particular feature of this school is the care and respect that pupils and adults show each other. Disabled pupils and those with special educational needs are included in every aspect of school life. They respond well to the encouragement and kindness of other pupils. This commitment to respectful relationships is set and modelled by leadership and staff at all levels.
- Almost all parents and carers who responded to Parent View agreed that pupils are well behaved in school.

### **The leadership and management** are good

- The headteacher and deputy headteacher are strong leaders. They have worked effectively to develop good links and relationships with parents who value the impact that they have on standards of achievement and behaviour in school. Staff judge that they provide clear leadership and this helps them to teach effectively.
- The headteacher, deputy headteacher and other leaders regularly check how well pupils are learning. They observe lessons, look in books and analyse carefully the results of the assessments. This gives them a good understanding of how to improve standards in their areas of responsibility.
- As a result of this regular checking, school leaders have identified the need to raise the achievement of pupils in the Early Years Foundation Key Stage and Key Stage 1 to ensure that they reach levels that are higher than expected for their age.
- The development of staff through training is a particular strength of the school. Opportunities for teachers to observe lessons have ensured that the standard of teaching in school is consistently good and sometimes outstanding. There is a clear sense of purpose in the school and staff say that they feel 'privileged' to work in such a 'great team'. Occasionally, following lesson observations, leaders do not ensure teachers use the feedback they are given to ensure more of their teaching is outstanding.
- The arrangements to ensure the effectiveness of the teaching staff are good. Teachers have performance management targets linked to whole school pupil progress and professional development linked to individual needs. Decisions about pay are closely linked to how successfully teachers meet the targets set.
- Pupil premium funding is helping pupils at risk of underachieving to succeed. Pupils who need

extra support are now benefiting from the appointment in January this year of an additional member of staff. Although this is a very new appointment, progress is being monitored regularly to ensure pupils make additional progress.

- The school promotes the pupils' personal development exceptionally well because pupils have an exciting range of lessons and experiences throughout each week. For example, during the time of the inspection the pupils in Year 4 were presenting the musical play 'Zoom' to parents based on the story of 'The Tortoise and the Hare'.
- The local authority provides very light touch support for the school.
- The school ensures that discrimination in any form is not tolerated and it provides equal opportunities for all its pupils.
- **The governance of the school:**
  - Governors have a good level of expertise and a sharp awareness of the school's performance data. They know how this compares to that of other schools. They know about pupil progress in the different key stages and this enables them to discuss areas of relative weakness with the headteacher and to set him challenging targets for further improvement. They know about the quality of teaching and are fully aware of their responsibilities regarding teachers' pay and the systems for setting targets for teachers. They evaluate their own performance and actively seek ways to improve their own effectiveness. Governors ensure that all the school's funds, including the pupil premium, are spent wisely and help all pupils to achieve well. They ensure that the procedures for keeping pupils safe meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133259
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	410914

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

<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>	423
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Taylor
<b>Headteacher</b>	Mr Martyn Skinner
<b>Date of previous school inspection</b>	18–19 May 2013
<b>Telephone number</b>	01908671034
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