

Madginford Park Junior School

Inspection report

Unique reference number	118469
Local authority	Kent
Inspection number	379626
Inspection dates	7–8 February 2012
Lead inspector	John Anthony

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair	Peter Reid
Headteacher	David Day
Date of previous school inspection	8 July 2009
School address	Egremont Road Bearsted Maidstone Kent ME15 8LH
Telephone number	01622 738802
Fax number	01622 736566
Email address	office@mpjs.kent.sch.uk

Age group	7–11
Inspection date(s)	7–8 February 2012
Inspection number	379626



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

John Anthony	Additional inspector
Gillian Bosschaert	Additional inspector
Howard Jones	Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 22 lessons taught by 12 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils, and met informally with parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed 138 parents' and carers' questionnaire returns, as well as 32 from staff and 99 from pupils.

Information about the school

Madginford Park Junior School is larger than other junior schools. Most pupils are from White British backgrounds, with very few speaking English as an additional language. A very small minority are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is lower than the national average and includes pupils with speech, communication and language difficulties, as well as specific and moderate learning difficulties, and some who have behavioural, emotional and social difficulties.

The school holds the Healthy Schools Award and the International School Award. It meets current floor standards.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It was judged to be good at the last inspection. It is held in high regard by the vast majority of parents and carers, who have responded that they would recommend this school to other parents and carers, some commenting that this is 'a fantastic community school', that their children 'love going to school', and they 'are eager to learn'.
- Achievement is satisfactory and standards at the end of Year 6 in English and mathematics are above average. Attainment dropped by comparison with previous years in 2011 and pupils' progress was inadequate overall. However, the school has taken steps to ensure that pupils currently in the school make better progress and inspection evidence shows that progress is now satisfactory.
- Pupils enjoy school and very good relationships exist between adults and pupils. Staff have a strong sense of responsibility for the well-being of pupils in the school, and share a common ambition with leaders and the governing body to provide the best for the pupils in their care. The school provides good additional and pastoral support for all pupils, including disabled pupils and those with special educational needs.
- Behaviour has continued to be good since the previous inspection when it was also judged to be good, and pupils are provided with a very secure and safe environment.
- The school is well resourced and maintained. It is set in expansive grounds with playing fields that add considerably to pupils' enjoyment and provide a valuable resource for healthy physical activity.
- Teaching is satisfactory because there are inconsistencies in the level of challenge matched to pupils' abilities, and in the quality of guidance offered to pupils to improve their learning.
- Leadership and management are satisfactory. Leaders have tackled the key

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

issues from the previous inspection: the writing skills of more-able pupils have improved, and pupils have been given more opportunities to understand and engage with their learning.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by ensuring that teachers:
 - raise their expectations and pitch their teaching to provide greater challenge in lessons
 - encourage pupils to take more of a lead in their own learning, so that they have opportunities to practise their communication skills, initiate more ideas themselves, and learn more independently.

- Improve the quality of teaching overall, so that the majority of teaching is good or better by the end of the current academic year, focusing particularly on:
 - reducing the extent to which teachers control pupils in their learning
 - increasing flexibility in lesson planning to meet differing needs and interests of pupils
 - providing more detailed guidance in marking so that pupils know what they have to do to improve, and ensure that pupils respond.

Main report

Achievement of pupils

Achievement is satisfactory overall. Pupils enter the school with skill levels that are above those found nationally, they make satisfactory progress, and current standards of attainment in Year 6 are above average in both English and mathematics. The school has addressed the issue raised in the previous inspection report to improve the writing skills of more-able pupils, and writing of a high standard was seen during the inspection. Some inconsistencies remain in pupils' standards of presentation, style and spelling. This has been recognised by the school's leadership and forms part of the current drive to improve standards in English generally. Pupils' attainment in mathematics is also improving. For example, in one very well planned and delivered Year 6 mathematics lesson where pupils were learning the significance of calculation method, they responded extremely quickly to the teacher's instructions and demonstrated a high level of competence in applying their knowledge of multiplication tables.

Pupils in the school are highly articulate and confident, as seen in an outstanding assembly on internet safety, presented entirely by Year 4 pupils in front of the whole school, and many parents and carers. This is a school where pupils' attainment had been consistently high in previous years by comparison with national standards.

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

However, this was not reflected in 2011, when attainment dipped to being broadly average. This was because pupils did not make sufficient progress during their time in the school from Year 3. The school has taken action to redress the under-achievement in 2011 by adopting a more focused approach to teaching in groups, as seen in a typically methodical and well-structured Year 6 lesson in which a group of pupils were learning to master detailed grammatical skills. Pupils were learning the fundamentals of sentence structure accurately, and making adequate progress. However, the style of the lesson was overly directed and controlled, and progress was to some extent reliant on pupils' passive compliance rather than on learning initiated by themselves.

Pupils currently in Year 6 are generally competent readers for their age and standards are above average. However, when pupils read to inspectors, comprehension was found to falter sometimes when key words were not recognised and checked, which led to a misunderstanding of the context of the text. Current pupils' learning and progress, as reflected in school tracking data, in their written work, and as seen during lessons, are satisfactory and improving, and most parents and carers agree that their children's progress is satisfactory. They are expected to reach their predicted levels. Disabled pupils and those with special educational needs make progress in line with similar groups of pupils nationally.

Quality of teaching

Although teaching overall is satisfactory, good teaching was also seen by inspectors. No teaching was found to be inadequate, but neither was outstanding teaching witnessed. The school's own assessment indicates that some teaching is exemplary, but the team was not able to verify this. Most parents and carers feel that their children are taught well at the school. However, the inspection grade takes into account pupils' achievement over time, progress indicators, the current work of pupils, and the school's methods for guiding pupils to improve through, for example, marking. These additional factors indicate that measures put in place to improve teaching are having impact, leading to the better progress currently evident in the school. For example, more successful learning was seen in lessons where teaching encouraged pupils to air their own views and to take part in open discussion. This was seen in a successful Year 6 lesson where pupils were encouraged to discuss issues related to being pressurised by others, and how to say 'No'. By engaging with pupils, re-arranging the class into groups and facilitating lively and honest discussion, the teacher engendered confidence in the pupils to share their views with each other, and to learn from their peers. In this way, teachers instil a strong sense of values which contribute to pupils' social, moral, spiritual and cultural development. This was exemplified by one pupil's very astute observation that: 'It might not matter very much if you're not being bullied, but it's very different when you are.' Less successful outcomes stemmed from overly prescriptive lesson planning, and adherence to a strict set of tasks, described by one pupil as where 'they just put it up on a whiteboard'. Pupils say that they would prefer their learning to be 'a bit more hands on'. Where teaching allowed the pupils to generate their own ideas the pace of learning was demonstrably quicker and pupils made better progress.

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

The curriculum makes a good contribution to pupils' good personal development, and is appropriately directed towards raising attainment in English and mathematics. It is broadly balanced across the subject range, and provides pupils with opportunities for enrichment through a variety of extra-curricular activities.

Behaviour and safety of pupils

Behaviour of pupils is good. The school assesses behaviour as exemplary, which in many instances it is. Throughout the inspection, pupils' behaviour was seen to be generally at least good, and, frequently, exemplary. Pupils were courteous and friendly to staff and to each other, and were very ready to talk to the inspection team. Most parents and carers agree that behaviour is good, and a very large majority of staff think that they manage behaviour well. Although most pupils said that behaviour was not consistently good, when interviewed they said that this was because there is occasionally some bullying, mainly name-calling, and some jostling. But they were confident that adults dealt appropriately with such behaviour, and confirmed the school's policy of not tolerating any form of bullying. The inspection team found pupils' behaviour around the school, and in the classroom to be orderly and considerate. Every response from parents and carers in the questionnaire confirmed that their children feel safe, and most pupils agreed. Some voiced concerns about the security of the school's boundaries, although the inspection team was satisfied with the security of the site. The overall impression gained was that of a safe and secure environment. No inappropriate behaviour was seen. Pupils tended to pay attention in class, carried out tasks diligently, and shared a natural propensity to learn.

The school's data indicate that pupils' attendance rates are high, and pupils show a responsible attitude towards their education by being very punctual on arrival at school and when moving between lessons and other activities.

Leadership and management

Leadership and management are satisfactory. The headteacher has been very successful in creating a popular school which enjoys the confidence of most parents and carers, several paying tribute to a, 'fantastic hands-on Head, always visible and involved with the children'. The governing body carries out its functions diligently, and is a supportive friend to the school. It takes a keen interest in the use of resources to improve the school fabric and environment, which is well maintained, clean..

The school's self-evaluation identifies what needs to be improved, and school improvement planning has recognised the need to focus on teaching style so that it is more appropriately matched to the needs of pupils, and this is beginning to show effect. Senior and middle leaders share a passion for the school, and staff say they are very proud of the school, they are committed to improvement, and are optimistic that the school is moving in the right direction. All the teachers spoken to feel that teaching is improving and they have a strong shared sense that this is a key feature

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

in the improving picture of attainment and progress that is currently appearing throughout the school. Teachers feel that their professional development is well coordinated and provides them with the guidance that they need to improve, but this does appear to be mainly limited to local initiatives rather than comparing and planning for development based on viewing exemplary practice found further afield.

The curriculum is generally well matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives. It promotes pupils' social, moral, spiritual and cultural development, and fosters an atmosphere which is intolerant of any form of discrimination. The school is highly inclusive, ensuring that all pupils enjoy equal opportunities for engagement in all aspects of school life, and providing dedicated support for all pupils, including disabled pupils and those special educational needs. A good range of partnerships has been developed with support agencies to look after pupils' pastoral care needs, and safeguarding meets statutory requirements. Capacity to improve is demonstrated in the accuracy of identifying what is needed to improve achievement, the setting of an agenda to raise the quality of teaching, and the progress made to date in addressing points for improvement set in the last inspection report.

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

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils

Inspection of Madginford Park Junior School, Bearsted, ME15 8LH

Thank you very much for welcoming my colleagues and me to your school. On behalf of the team, I would like to thank those of you who met with us to tell us about the many interesting things that you do. Your school is providing you with a satisfactory standard of education. These are some of the things that really stand out.

- You are responsible, work hard, and pay attention to your teachers. You are making satisfactory progress in your lessons.
- You are friendly and kind to each other, expect high standards, and have the potential to achieve great things.
- Your behaviour is good, although you feel that it could still improve.
- All those who lead and manage your school are dedicated to giving you the best possible education, and they look after you very well.

We have asked your headteacher, staff and members of the governing body to do the following to make your school even better:

- Help you to make better progress in English and mathematics by having higher expectations of your abilities, and providing you with more detailed guidance.
- Enable you to participate more in your lessons, so that you can learn from each other, and have more opportunities to develop your independent learning skills.

Again, thank you for your kind welcome, and for your friendly and very interesting conversations with us.

With best wishes for the future,

Yours sincerely

John Anthony
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**