



Madginford Park Junior School

Inspection Report

Unique Reference Number 118469
LEA Kent
Inspection number 280323
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Nigel Pett AI

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

Type of school	Junior	School address	Egremont Road
School category	Community		Bearsted
Age range of pupils	7 to 11		Maidstone, Kent ME15 8LH
Gender of pupils	Mixed	Telephone number	01622 738802
Number on roll	370	Fax number	01622 736566
Appropriate authority	The governing body	Chair of governors	Mr Peter Reid
Date of previous inspection	21 June 2000	Headteacher	Mrs Rose Colhoun

Age group 7 to 11	Inspection dates 5 July 2006 - 6 July 2006	Inspection number 280323
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Madginford Junior School is a larger than average primary school. Pupils come from a wide range of social and economic backgrounds and the proportion of pupils eligible for free school meals is well below average. When pupils enter the school, their standards are above average in English and mathematics. The proportion of pupils with learning difficulties and disabilities is average. Most pupils are from White British backgrounds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Madginford Junior is an outstanding school. The overall effectiveness of the school has been very well sustained at its high level since the last inspection. This is because of very effective leadership and teamwork resulting in consistently excellent provision for the pupils' education. Pupils' achievement is outstanding and standards are well above the national average, showing good improvement since the last inspection. In English, the results place the school among the top schools nationally, although more can be done to improve pupils' standards in mathematics. Teaching and learning are outstanding and this leads to the high standards that pupils achieve and the very positive learning ethos of the school. The work is interesting and pupils really enjoy it. They say it makes them 'think' and that 'our learning is fun'. Pupils' very good response is shown by their very positive attitudes and behaviour, and their above average attendance. The care, support and guidance, and relationships between pupils and adults in the school are outstanding, and pupils feel that they are fully involved in running their school, of which they are very proud. Parents recognise how successful the school is and many are very well involved in supporting their children. The school more modestly evaluates itself as being 'good with outstanding qualities'. The record of continued improvement stemming from the outstanding leadership of the headteacher, with the support of the staff and governors, means the school has excellent capacity to improve further. It gives outstanding value for money.

What the school should do to improve further

- Give greater emphasis in mathematics to investigative and problem solving work, as outlined in the school improvement plan for raising standards even further in mathematics.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding, and national test results have improved since the last inspection. This reflects teachers' high expectations and the very good response from the pupils. Standards were well above the national average at the end of Year 6 in 2005 and, in English, placed the school in the top 5% of schools nationally. The quality of pupils' creative writing is sometimes exceptional and they have a very wide vocabulary, which they use across all subjects very well. Initial results for the 2006 national tests show that standards have been maintained. Overall, the progress and standards of pupils of different cultural heritages are consistent, and achievement is better than the average across all groups of pupils. The richness of the curriculum and the way that it is taught ensures that pupils make very good progress and achieve above average standards in their knowledge, understanding and skills across the full range of subjects. Pupils who are gifted and talented make very good progress, as do those with learning difficulties and disabilities. The challenging targets in national tests in 2005 were well met in English and science but were just missed in mathematics.

The school recognises that standards in mathematics, which are well above average, can be improved still further, especially in investigative work. It has revised its approach to include more problem solving and mathematical investigations and is determined to succeed.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural development. They are friendly, articulate, very well behaved, well mannered and mature, reflecting the school's very high social and moral expectations. They participate eagerly in school life, which is reflected in the consistently above average attendance rates. Pupils respect their teachers and other adults, enjoy their lessons and feel safe in school. They adopt healthy lifestyles, taking good advantage of the numerous events such as fitness training and anti-bullying, although more attention still needs to be paid to improving pupils' eating habits. Pupils have a good understanding of the beliefs and lives of people from different lands and cultures. Pupils contribute well to the local community and the school is actively seeking more ways for its youngest pupils to get involved in this work. The oldest pupils willingly take on much responsibility around the school and all pupils use their initiative to raise substantial funds for charity. Pupils know that their views count and put their ideas to their representatives on the school council, who contribute very well to decisions about school rules and supporting children in other countries. The very good work habits in literacy, numeracy and information and communication technology (ICT) ensure that pupils are developing the skills to prepare them for their future lives. Parents consider that their children develop very well during their time in school.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Rigorous monitoring of pupils' work and teaching provides the school with very good information on the quality of pupils' learning. This information is used very effectively by teachers as they plan together in year groups to give pupils equal opportunities to succeed by carefully matching work with their needs. High expectations, a rigorous pace and real challenge generate very effective learning by making pupils think for themselves. Trained teaching assistants give excellent support to pupils with learning difficulties or disabilities. Excellent use is made of intervention programmes to address pupils' needs. Marking is good and helps pupils to know how to improve their work. Pupils respond with enjoyment to the challenge of each lesson and make excellent progress in developing the skills needed for future success. Homework is used well to support and extend learning.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Carefully planned activities offer pupils of all capabilities a variety of rich experiences and lead to their exceptionally good achievement. The priority given to literacy, numeracy and computer skills, and the opportunities for pupils to use and develop these skills in other subjects, is very good. The curriculum is greatly enriched by a very wide range of additional activities, clubs, special events, visits and visitors that further develop pupils' skills and their enjoyment of learning. Work in the creative arts has improved and staff have established greater links between subjects, incorporating and celebrating a diversity of cultures. There is a strong emphasis on developing pupils' understanding of citizenship, life and social skills and this is very well covered in personal and social education lessons. These activities contribute very well to pupils' understanding of how to keep safe, and how to have a healthy lifestyle through the emphasis on exercise and healthy eating. Overall, the curriculum is very effectively planned to give pupils real enjoyment in their learning.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding, and are a very powerful influence on pupils' progress. Assessment procedures and tracking of pupils' academic progress and personal development are excellent, and are used consistently to support planning. Pupils know their targets, which are shared with parents, and are encouraged to assess how well they have achieved at the end of each lesson, which they generally do well. Pupils know what they need to do to improve their work. Pupils who require additional support are identified early and the very good links with outside agencies safeguard the interests of the most vulnerable children, making a very good contribution to their achievement. Those pupils who have learning and personal difficulties benefit from the exceptional provision that is made for them, especially through the social skills programme. Equally, the very small minority of pupils who are in the early stages of learning English are very well supported. The arrangements for child protection and health and safety are secure. Adults are vigilant in ensuring the welfare of all pupils. Induction arrangements into Year 3 and transfer arrangements for Year 6 to their secondary schools are very effective.

Leadership and management

Grade: 1

Leadership and management are outstanding, which is better than the modest evaluation made by the school of 'good with significant strengths'. The headteacher sets high expectations which are very well respected and met. She leads with enthusiasm and gives very clear direction so that pupils are given the right opportunities to develop their potential, both personally and academically. This approach leads to the very successful outcomes enjoyed by the staff and pupils. She is very well supported by the deputy headteacher, senior leadership team and coordinators, and all staff share

the very clear vision and feel fully involved in the leadership and management of the school. Pupils display a sense of responsibility for their school, and enjoy being involved in decision making. The monitoring of teaching and learning and other areas of the school's work is regular, rigorous and shared, ensuring that all pupils have equal opportunities to succeed. Self-evaluation is accurate and drives the effective whole-school improvement plan. Resources are used exceptionally well. Links with parents, the community and other schools are a distinctive feature and add to the pupils' learning opportunities. Governance is good. The governors have a very clear understanding of the school's strengths and weaknesses and are developing their roles in strategic planning. The school has the outstanding capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us when we came to inspect your school. We enjoyed the opportunities to talk to you, and found that your school is outstanding in the way that it helps you to learn, achieve very well and develop as young people.

What we most liked about your school: You really enjoy school and make very good progress. You behave very well, and enjoy being given responsibility, especially if you are on the school council or help in the playground. You have fun in your learning because you are so very well taught. You feel safe in school. You have so many great opportunities through the hard work of your headteacher, staff and governors. You are proud of your school.

What we have asked your school to do now: Because your school is so good and is working so hard for you, we have asked the staff and governors to carry on with the developments that they have already planned to help you to do even better in mathematics. Thank you again for being so friendly and courteous, and we hope that you will all continue to do your best and continue to enjoy your work.