

Maundene School

Swallow Rise, Chatham, Kent , ME5 7QB

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well as most make good progress from their starting points. Pupils' attainment has improved since the previous inspection and is just above average.
- Teaching across the school is typically good because lessons are well planned and there is a range of interesting, imaginative activities. Pupils say that their learning is fun. Occasionally, there are lessons which require improvement. Those pupils who are disabled or who have special educational needs are catered for well.
- Pupils have positive attitudes to learning and they typically behave well over time. Adults respond quickly to any pupils' concerns and safety procedures are well-established.
- All leaders, including governors, are committed to promoting improvements in pupils' achievement. They have a clear understanding of the school's strengths and what it needs to do to improve.
- Systematic, rigorous procedures ensure that senior leaders track the progress of individuals and groups of pupils. This enables the school to quickly identify and limit any potential underachievement.

It is not yet an outstanding school because

- Not all pupils are confident to write at length or for a range of purposes.
- Those pupils in Years 1 to 3 who find reading more difficult, do not always have lively and engaging books to enthuse them to tackle unfamiliar words and text.
- Not all pupils are aware of their individual targets to help improve their work.
- There are some missed opportunities to use information and communication technology (ICT) to extend pupils' learning.

Information about this inspection

- The inspection was carried out with one day’s notice. Inspectors observed 22 lessons or part lessons and heard a number of pupils read, and specifically those in in Years 1, 2 and 3. Joint observations were conducted with the headteacher and deputy headteacher.
- Inspectors held meetings with school staff, the Chair and Vice-Chair of the Governing Body, a representative from the local authority and groups of pupils. They also met with some parents at the start of the school day.
- Inspectors looked at a range of documentation including safeguarding arrangements, policies and records of behaviour, pupils’ attainment and progress and information on teachers’ performance management.
- During the inspection, inspectors took account of 38 responses to the on-line questionnaire (Parent View), as well as responses to an earlier parent survey conducted by the school. The responses to 33 questionnaires completed by staff were also taken into account.

Inspection team

Sue Quirk, Lead inspector

Additional Inspector

Kevin Hodge

Additional Inspector

Patricia MacLachlan

Additional Inspector

Full report

Information about this school

- Maundene is a larger than the average sized primary school. Children in the Early Years Foundation Stage are taught within two Reception classes.
- The proportion of disabled pupils and those with special education needs supported at school action is higher than is normally found, although the proportion supported at school action plus is in line with the national average.
- The proportion of pupils eligible for additional funding, called the 'pupil premium', is below average.
- The proportion of pupils from ethnic minority heritages and those for whom English is an additional language is below average.
- The school has a number of awards reflecting its commitment to promoting pupils' basic skills, sporting activities and international awareness.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve pupils' achievement in English by:
 - providing more opportunities for pupils through the school to write at greater length and for a greater variety of purposes
 - giving those pupils in Years 1 to 3 who are reluctant to read more lively and stimulating texts
 - extending pupils' knowledge and understanding of how to read and spell unfamiliar words in Years 1 to 3.
- Improve the proportion of outstanding teaching to accelerate rates of progress by:
 - embedding the recently introduced target setting process so pupils know their next steps in learning
 - ensuring that pupils consistently respond to teachers' comments in marking
 - giving pupils more opportunities to use information and communication technology (ICT) in lessons.

Inspection judgements

The achievement of pupils is good

- Many children enter the Early Years Foundation Stage with knowledge, skills and abilities that are lower than is typical for their age. During their time in the reception class, they benefit from a clear focus on teaching basic skills and a well planned, play based curriculum, which means they are well prepared to start their next class.
- A positive climate for learning, combined with well planned lessons and close checks on pupils' progress, enables most pupils to achieve well. Pupils are confident speakers and most achieve well in their reading.
- Pupils build on this secure start, especially in reading and mathematics, so that by the time they leave, they reach above national levels. Pupils in Year 6 particularly enjoyed working in small groups learning about the features of a newspaper text, using dice to generate questions.
- Well targeted support by teachers and teaching assistants mean that pupils who are disabled or who have special educational needs achieve as well as other groups.
- The school has remedied some underachievement in mathematics by girls which was identified in the previous inspection. Extra well directed support has increased their mathematical confidence. There is little difference in the rates of progress of boys and girls in mathematics and English.
- Most pupils enjoy reading and book corners in classes are attractive and inviting. A small minority of lower attaining pupils in Years 1, 2 and 3 are not always motivated by the choice of books on offer. Parents have just provided the school with some electronic reading books which pupils say are looking forward to using.
- Although pupils' writing is often interesting, not all pupils, particularly those in Years 1 to 3 are secure in spelling or using unfamiliar words. As a result, they are not confident to write at length or to write for different purposes. Pupils are competent to use information and communication technology (ICT) to record work, although say they would like to do this more often.
- Those pupils eligible for the additional funding provided by the pupil premium make good progress because assessment procedures identify their needs quickly and subsequently planned activities support their learning well.
- The small minority of pupils from ethnic minority heritages achieve well as their individual needs are identified skilfully and a good level of support ensures their achievement is maintained.

The quality of teaching is good

- Early Years Foundation Stage children benefit from practical and lively activities, which support their spiritual, moral, social and cultural development. For example, they thoroughly enjoyed working together to make bubbles using straws, hoops and a large tray full of soapy water. They also enjoyed counting how many small bubbles they could blow through a straw and estimating the size of the emerging 'massive' bubble.
- Teachers accurately assess pupils' prior learning, so activities are closely matched to most pupils' abilities. As a result, pupils usually make good gains in developing their knowledge, skills and understanding. For example, in an excellent Year 2 lesson, one girl was proud to share her writing about a cartoon character's 'dangerous, spiky, pointed spines', in a lesson about using adjectives. However this is not always the case and some teachers do not always fully encourage pupils to write at length or for different purposes.
- Teaching assistants are deployed very effectively and ensure that pupils of differing abilities and backgrounds achieve equally well. They provide appropriate targeted support for individuals and groups and often use their initiative to support other pupils in the class who may need it.
- In the most effective lessons, teachers monitor pupils' progress during the lesson and adapt their planning where necessary. For example, in a well taught mathematics lesson in Year 6, the

teacher quickly brought pupils together to remind them how to change metres into centimetres and millimetres. Pupils then made fewer mistakes and were confident to record their work accurately in their books. Although pupils use a range of ICT to enhance their work, there are sometimes opportunities missed to extend its use further.

- Pupils benefit from regular feedback during lessons, although they do not consistently respond to teachers' marking in books to indicate what they have learnt. Setting targets for individual pupils' improvement has just been reviewed to make them more meaningful, but some pupils are not as familiar with them, reducing their usefulness.
- Nearly all teaching reflects the required aspects of recent national guidelines called 'Teachers' Standards', which sets out expectations of effective practice; However in a small number of lessons, the teaching of sounds and letters, along with aspects of their writing, is not always fully effective.
- Pupils of all ages read regularly at school and at home. Children in Reception loved adding to the "WOW" board, a display of their achievements from home which were shared with the rest of the class, to foster their love of early reading skills and confidence to speak.

The behaviour and safety of pupils are good

- Pupils' behaviour is typically good as they are polite, courteous and kind.
- Pupils' positive attitudes towards each other and their teachers help them to learn effectively. They follow instructions conscientiously, but some can be reluctant to suggest alternative ways of shaping their learning.
- The start of the day goes smoothly. Pupils and parents arrive promptly and pupils move happily to their classrooms. Attendance is above average with clear procedures for monitoring the attendance of different groups.
- Pupils move round the school sensibly and carefully. Lunchtimes and playtimes provide pleasant, sociable experiences for pupils. Pupils enjoy eating at the 'golden table' as a reward for excellent behaviour. They said they were 'excited' when their parents or carers receive the letter telling of their reward. Peer mediators enjoy their roles in ensuring that any minor confrontations are resolved quickly.
- Pupils from differing backgrounds get on well, and there are harmonious relationships evident around the school, despite a small number of parents expressing some concern over levels of bullying. Pupils report behaviour has improved over the years and consider the systems of rewards and sanctions clear and fair. The vast majority of pupils felt that any incidences of bullying, in any form, are rare. They say when they do occur; they are dealt with promptly and effectively. A scrutiny of the school's behaviour logs indicate that incidents, including racist incidents, are dealt with appropriately.
- Pupils confirmed they feel safe at school and are knowledgeable about the potential dangers of using the internet. Within school there are good safeguards to ensure there is no unauthorised access to unsuitable websites.

The leadership and management are good

- Senior leaders have succeeded in maintaining the school's overall effectiveness as they know the school well and understand its strengths and areas for improvements. Robust systems for tracking the progress of individuals and groups of pupils have helped remedy some weaknesses, such as girls' achievement in mathematics. Plans for improvement are realistic and achievable such as improving aspects of pupils' writing further.
- Performance management systems are well-established. There is a clear link between the outcomes of performance management and promotion. Inspection evidence and the school's own monitoring confirm that teaching over time is good, but it also indicates pupils do not

benefit from frequent examples of outstanding teaching.

- Almost all staff benefit from a range of professional development in a number of areas to develop their expertise, but a minority said they felt they needed more training, particularly in dealing with pupils who occasionally have very challenging behaviour.
 - A wealth of opportunities, such as African drumming, residential trips and assemblies successfully promote pupils' spiritual, moral and social development. Pupils respond sensitively to opportunities for reflection. Pupils from differing backgrounds get on well, although their understanding of others represented within multi-ethnic communities is relatively underdeveloped.
 - The curriculum is broad and balanced with an appropriate focus on the development of basic skills, although some less confident readers in Years 1, 2 and 3 said they would like more books tailored to their interests to read. Pupils benefit from learning a modern foreign language and take part in a wide range of clubs, including sporting, practical and artistic to broaden their experiences.
 - Despite a small minority of parents voicing some concerns over the behaviour of a small number of pupils, most indicate that their children are well looked after and the school's good attention to ensuring safeguarding is a high priority helps pupils to feel safe.
 - The local authority provides regular and appropriate support to the school.
 - **The governance of the school:**
 - Governors have a clear understanding of the school's strengths and weaknesses and are actively involved in reviewing the impact of plans for improvement across all subjects. They do not tolerate any form of discrimination and ensure that wherever possible, pupils have equal opportunities within the school.
 - Governors provide a good level of challenge to the headteacher and hold senior leaders to account for further improving the quality of teaching. Governors engage well with parents and other stakeholders, reflected in recent feedback from questionnaires circulated by the school.
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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

Unique reference number	118525
Local authority	Medway
Inspection number	403348

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair	Lesley Johnson
Headteacher	Nigel Jones
Date of previous school inspection	10 March 2008
Telephone number	01634 864721
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Email address	office@maundene.medway.sch.uk

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