

Inspection of Lady Boswell's Church of England Voluntary Aided Primary School, Sevenoaks

Plymouth Drive, Sevenoaks, Kent TN13 3RW

Inspection dates: 24 and 25 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since June 2008.

What is it like to attend this school?

Pupils who attend Lady Boswell's are rightly proud of this exceptional school. Parents describe the school as 'kind, nurturing and caring' and as 'a place where teachers unlock motivation to learn'. Pupils demonstrate that Christian values are at the heart of the school when they say that everyone is equal and treated in the same way. Pupils are extremely trusting of the staff, who they say are excellent role models.

Pupils thrive at this school. They enjoy learning and know the importance of concentrating in lessons. For example, pupils in Reception focus on story time although they are excited to take part in celebrations for the Queen's Jubilee. There is a calm and purposeful atmosphere in all classrooms and around the school.

Pupils want what is best for each other and are supportive when another pupil needs help. Ofsted's surveys, and discussions with pupils, show that bullying is very rare. Pupils know that adults will sort out any concerns quickly.

Pupils learn an exciting range of subjects through a well-sequenced curriculum. For example, all pupils, including those in Reception, learn French every day. The curriculum prepares all pupils very well for the next stage of their learning.

Leaders are committed to developing pupils' character, and plan many opportunities for them to be good citizens and leaders, for example as subject ambassadors.

What does the school do well and what does it need to do better?

The curriculum is ambitious for all pupils, often exceeding the expectations of the national curriculum. Leaders identify key knowledge and vocabulary that pupils must learn in each subject. Curriculum plans show how knowledge will be revisited over time so that learning 'sticks'. Teachers provide opportunities for pupils to apply previous learning to more difficult ideas. Teachers use assessment effectively to identify gaps, and change plans to revisit learning if necessary.

Pupils in all phases demonstrate that they know and remember more. For example, Year 1 pupils apply their understanding of homophones to explain the different spellings of 'white' and the Isle of 'Wight'. Pupils in Year 4 describe, with accuracy, the methods they will use to solve mathematical problems. Year 5 pupils know how their knowledge of forces in physics will prepare them for a career in roller coaster design. The curriculum is equally ambitious for pupils with special educational needs and/or disabilities (SEND). They are supported by well-trained staff to access the same curriculum as their peers.

Children in the early years benefit from a well-organised environment that develops language and curiosity. Children feel safe because they share positive and caring relationships with staff who know them well. Children in Reception make good progress when teachers direct them in their learning. New leaders in the early years

are working to develop the curriculum further and to ensure that children make the most of their learning when they choose activities themselves.

Reading is enjoyed by pupils in all phases. Leaders have trained staff so that they are experts in teaching phonics. All pupils, including those with SEND, receive high-quality phonics teaching. As a result, pupils quickly become fluent readers, who go on to read challenging and wide-ranging texts at key stage 2. Adult volunteers are available, every day, to support those who find reading more difficult.

Staff have high expectations of pupils, who are polite, thoughtful and respectful. Pupils regulate their own behaviour without adult intervention. They support each other by working as peer mediators when disagreements occur. Routines are extremely well embedded across the school. Colourful displays celebrate pupils' many successes in writing and art, for example.

A well-sequenced personal, social and health education programme allows pupils to learn about issues in line with the values of the Church. Pupils are well prepared for life in modern Britain. For example, they learn how to manage healthy relationships in an age-appropriate way. The curriculum and assemblies ensure that pupils understand and practise tolerance and respect. This is proven by the warm welcome new pupils from Ukraine received. Pupils benefit from a wealth of opportunities to develop their talents and interests, choosing from as many as 40 clubs each term. Many pupils, including those who are disadvantaged and those with SEND, participate in multiple clubs. Pupils enjoy trips to enrich their curriculum, such as a Year 2 science visit to Howletts Wildlife Park.

Staff are overwhelmingly supportive of school leaders, who they say are mindful of their workload. Staff receive high-quality training so that they develop the skills they need to do their jobs very well. The governing body and leaders work together to ensure that the school remains an exceptional place to learn. Parents, particularly those who have children with SEND, are keen to show their full support for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders plan frequent opportunities to reinforce and update safeguarding training. All staff know their responsibilities for safeguarding and have confidence in leaders to manage safeguarding concerns appropriately. Records show that leaders take appropriate actions to keep pupils safe, for example seeking advice from the local authority when needed. Leaders work alongside external agencies to ensure that families get the help they need.

Pupils say that they feel safe in school. They learn how to keep themselves safe through the school's curriculum. For example, they talk in depth about how they use the internet safely.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	118721
Local authority	Kent
Inspection number	10228648
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair of governing body	Kate Phillips
Co-headteachers	Sharon Saunders and Hannah Browning
Website	www.ladyboswells.kent.sch.uk
Date of previous inspection	4 June 2008, under section 5 of the Education Act 2005

Information about this school

- This is a voluntary-aided Church of England School in the Diocese of Rochester. The previous section 48 inspection took place on 11 July 2018.
- The school runs a breakfast and after-school club.
- The school has two co-headteachers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in the following subjects: reading, mathematics, science and French. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors also considered leaders' plans in computing, history, geography and art.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with the local authority school improvement partner. They also met with eight members of the governing body, including the chair of the governing body.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

Inspection team

Zoë Harris, lead inspector

Her Majesty's Inspector

Kirstine Boon

Ofsted Inspector

Claire Martin-O'Donoghue

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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