

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0117 315 0430
Direct email:
rebecca.jackson@tribalgroup.com



2 March 2012

Mrs V Rose
Headteacher
Wayfield Community Primary School and Nursery Unit
Wayfield Road
Chatham
Kent
ME5 0HH

Dear Mrs Rose

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Wayfield Community Primary School and Nursery
Unit**

Thank you for the help which you and your staff gave when I inspected your school on 1 March 2012 and for the information you provided during my visit. Please also pass on my thanks to the local authority advisor and members of the governing body who gave time to discuss the school's progress with me.

Since the previous inspection there have been a few changes to staffing and to responsibilities at senior and middle management levels. There has been an increase in the proportions of pupils from groups other than White British.

As a result of the inspection on 27 and 28 September 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements, and the effectiveness of the school in improving pupils' behaviour is satisfactory.

Achievement of pupils at the school

Pupils' attainment continues to be very low, particularly in Key Stage 1 and in mathematics at Key Stage 2. Although there was a rise in attainment in English at the end of Year 6 last year, attainment in mathematics fell sharply. Progress from Year 1 to Year 6 is not good enough so that pupils do not achieve as well as they should. Since the previous inspection, the quality of teaching has been inconsistent



with some pockets of inadequacy and this has meant that some pupils made particularly poor progress. The school's attainment and tracking information suggest that levels of attainment are rising. However, there is a mismatch between this and the work seen in lessons and pupils' books where the levels are generally lower. The learning and progress seen in lessons during the visit were generally satisfactory but this, and the quality and quantity of work in the pupils' books since September, are not sufficient to ensure that pupils make the rapid progress needed to raise levels of attainment and make up for slow progress in the past.

The quality of teaching

There are elements of effective teaching across the school. Classrooms are attractive, lessons orderly and relationships are good. During the visit, younger pupils were dressed as book characters to celebrate World Book Day and this enhanced their enjoyment of and involvement in their work on traditional tales. Opportunities are planned to encourage pupils to discuss and explain their learning. An example of this was seen in a Year 3 science lesson where the teacher and teaching assistant used good questioning to probe and extend the pupils' explanations and understanding. However, pupils' speaking, listening and thinking skills remain weaknesses because there continue to be too few good quality opportunities for pupils to develop these skills well.

Teachers plan lessons with objectives which are shared with the pupils and there is developing use of success criteria to show pupils what the learning during the lesson should look like. However, success criteria often focus on what the pupils will be doing rather than on what they will be learning. In too many lessons, all of the pupils do the same activity which means that the work is not well matched to pupils' different abilities. Generally, expectations of how much and at what level pupils should be achieving are too low. Teaching assistants provide useful support although this is restricted during whole-class sessions when the teacher is talking. In several lessons during the visit, teacher-led sessions took up too much time, so that pupils were not actively involved and did not have enough time to practise or develop their skills. As a result, the pace of their learning slowed.

Teachers mark the pupils' work conscientiously and their written comments generally let pupils know how well they have done. While there are a few examples of good practice where pupils are given helpful guidance as to the next steps, there is very little evidence of pupils responding to the marking and improving their work.

Behaviour and safety of pupils

Teachers use consistent strategies to signal changes, such as moving into groups or stopping to listen and the pupils respond well to these routines. Pupils are friendly and cooperative. In the over-directed lessons, they are rather passive but they behave well when they are given opportunities to be actively involved. The school has recently enhanced its provision for pupils with social and emotional difficulties



and pupils respond well to this extra help. Exclusions are very rare. There is further work to be done to tighten systems for tracking and analysing behaviour. Although pupils appear to enjoy school, this is somewhat contradicted by exceptionally low attendance which fell further during the last academic year. It continues to be very low this year and too many pupils do not attend regularly.

The quality of leadership and management of the school

Senior leaders provide monitoring, coaching and training for their colleagues. However, although action has been taken recently to remove some inadequate practice, the impact of this work has not resulted in a rise in the overall quality of teaching. Although monitoring is regular, often the same teachers have the same areas for improvement identified time after time and these weaknesses were also observed during the visit. Follow-up action and support have not, therefore, ensured that required improvements have taken place. Records also show that the school's judgements regarding the quality of teaching have been over-generous. For example, in November 2011, the school judged that all teaching was at least satisfactory, with 70% that was good. However, during this time senior leaders were aware that there was inadequate practice in the school.

Progress was very slow last academic year and the school did not have the capacity to bring about the necessary improvement. Since September, the pace has begun to pick up. The governing body has, in the governors' words, 'become re-energized' with new members and changes in responsibilities. As a result, it is beginning to provide more challenge. The local authority has also become more closely involved, monitoring the quality of provision, evaluating progress and providing support. Leadership skills are enhanced through regular support from a neighbouring headteacher and the school benefits from partnership working with other local schools. Despite these early signs of improvement, the school has not tackled the weaknesses in achievement and quality of teaching with sufficient urgency so that, since the last inspection, the pace of improvement is too slow. Examples were seen of activities to develop pupils' understanding of other cultures and communities but this aspect was not focused on during the visit.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Sheena MacDonald
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in September 2010

- Raise attainment further, by:
 - ensuring that the main points of lessons are explained to pupils so that they have a more precise understanding of when their learning has been successful and what they should do next to improve further
 - marking work more consistently to indicate the precise steps that pupils need to take to accelerate the pace of their learning.
- Build more frequent opportunities for pupils to improve their speaking, thinking and explanatory skills across the curriculum.
- Explore and introduce ways of promoting the national and global elements of community cohesion.