

# Wayfield Community Primary School and Nursery Unit

## Inspection report

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<b>Unique Reference Number</b>	118579
<b>Local Authority</b>	Medway
<b>Inspection number</b>	358391
<b>Inspection dates</b>	27–28 September 2010
<b>Reporting inspector</b>	John Paull

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joan Cass
<b>Headteacher</b>	Valerie Rose
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Wayfield Road Chatham ME5 0HH
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## Introduction

This inspection was carried out by three additional inspectors. They observed the school's work, including 11 lessons, taken by nine different teachers. Views expressed in 37 questionnaires from parents and carers were taken into account, as were those in staff and pupil questionnaires. Meetings also took place between inspectors and staff, governors, parents and carers, and pupils. Documents related to the safeguarding of pupils, future planning, pupils' current work and the assessment and tracking of their progress were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The accuracy of the school's information and self-evaluation about rates of progress and pupils' starting points.
- Whether the quality of provision at the school is sufficient to build further on improvements in achievement.
- The quality and impact of recent initiatives for pupils identified as gifted and talented or with special educational needs and/or disabilities.
- The extent to which the school raises pupils' awareness of their involvement with communities in national and global arenas.

## Information about the school

The school is smaller than average in size. The proportion of pupils who are known to be eligible for free school meals is close to double the national average and the proportion with special educational needs and/or disabilities is much higher than average. Several of these pupils are identified with speech and language difficulties or social and emotional difficulties. There is also a higher than average level of mobility amongst the pupils. The school manages its own breakfast club.

A Surestart Children's Centre has been opened within the school. This is subject to a separate inspection and report, which will be available to parents and carers in due course.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Wayfield provides its pupils with a satisfactory education and the school is improving well. Some important aspects of its work are already good, including the Early Years Foundation Stage. Equal opportunity for all and tackling anything that might prevent learning are pursued tenaciously. One parent, whose remarks were typical of many, stated, 'The school is very supportive. The staff in my child's new class knew her name on the first day back. Everyone is welcoming and willing to help sort out problems, including the headteacher and the caretaker.' Inspectors endorse this view. Pupils' achievement, while improving, is satisfactory, partly because attainment remains broadly average. Care, guidance and support for pupils and families are good, with some outstanding contributions from the home/school support worker and attendance officer. A vital outcome has been the considerable improvement in pupils' behaviour, which is now good, and the success in helping some individual pupils to raise their rates of attendance significantly. Other good outcomes are related to pupils' feelings of safety and well-being, and their attitudes towards adopting healthy lifestyles.

Strong leadership from the headteacher has ensured an accurate self-evaluation of performance to establish what to do next. However, some of the school's senior staff and governors are new to their roles, so action on the school's priorities are not always consistently embedded throughout all provision. As a result, capacity to improve remains satisfactory. Teaching and the curriculum, while showing improvement, contain inconsistencies. This is partly because the details of what constitutes successful learning are not always fully shared with pupils. This reduces both the impact of marking and lessens opportunities for pupils to understand how well they have learned or what to do next. That said, rates of progress and learning are improving. In 2009, the progress that pupils made between Year 3 and Year 6 improved significantly. Provisional attainment outcomes in 2010 indicate that this is set to continue and this includes pupils with special educational needs and/or disabilities. Increased training for teaching assistants has contributed to this raised performance. However, despite these further improvements in learning and progress, there is more to do. This is partly because pupils' communication skills inhibit pupils' explanations and thinking.

Safeguarding is thorough, and the caretaker is fully involved in site safety checks, acting promptly to remedy any potential danger. The headteacher and governors have audited the school's involvement in promoting community cohesion and have correctly identified that although the school's work locally is strong, the national and global dimensions are underdeveloped.

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## What does the school need to do to improve further?

- 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.

## Outcomes for individuals and groups of pupils

**3**

Learning and progress are satisfactory, although improving well. However, this has not yet been sustained over time to raise attainment further in English, mathematics and science by Year 6. Nevertheless, accelerated rates of progress are apparent in several lessons. For example, in Year 3, learning was effective when pupils spoke to each other enthusiastically, adding sentences to a start given by their teacher. This addressed weaknesses in the use of extended speech patterns, because the teacher reminded them that employing connectives, adjectives and adverbs effectively was the main criteria for doing well. Later on, this speaking activity was turned into a successful written task. Similar well-focused learning occurred in Years 5 and 6, when pupils understood that a good book does not necessarily need coloured pictures. As one of them explained, 'The words can be exciting, so you can get pictures in your mind from them.'

Pupils who start school with levels below those expected for their age, including those identified with special educational needs and/or disabilities, also learn and progress satisfactorily. Their progress, too, has recently been accelerating due to well-trained teaching assistants, the use of external support, and the efforts of the hom-school worker. Links with a local secondary school are helping to raise the proportion of pupils working at higher than expected levels.

Pupils' spiritual, moral, social and cultural development is good. They know right from wrong and behave accordingly. They state that they feel safe and well cared for. They listen attentively in assemblies and adopt reverent and serious attitudes when appropriate. They are very willing to raise money for charities, although their direct knowledge and involvement with children in communities in other parts of the country and abroad are not strong. Much good art work is already apparent in bright displays around the building. Pupils prepare satisfactorily for their future education through the steady acquisition of basic skills.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching and the curriculum is improving. This is because planning is based effectively on what pupils need to learn. The headteacher and the governing body have also funded the training of teaching assistants, in a range of support programmes, to increase the availability of expertise to support pupils with special educational needs and/or disabilities, who make up a relatively high proportion of the school's population. Furthermore, a visiting secondary teacher works with talented pupils in Years 5 and 6. The adaptation of the curriculum to meet local needs is also contributing to this improving picture. For example, providing role-play areas in classes for pupils up to Year 3 means that opportunities for drama, and focused sessions in speaking and listening, are addressing pupils' needs to develop their speaking skills and vocabulary. For similar reasons, the headteacher has also made it a priority for the school to further improve opportunities for cross-curricular and creative links, so pupils understand that vocabulary, ideas, language and skills met in one context can be applied in others. Extra-curricular activities, including visits, clubs, visitors and a residential trip, also enhance, the taught curriculum. Currently, however, improvements are not fully embedded, resulting in inconsistency in practice. In the less successful teaching, pupils are not made sufficiently aware of how to tell when their learning is thorough. Marking is often encouraging, but does not diagnose adequately how pupils can make the next steps in their learning.

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Care, guidance and support are strengths. All staff are fully focused on ensuring that vulnerable individuals and pupils with special educational needs and/or disabilities are identified early and supported well. Well- managed partnerships with external agencies contribute to this picture further.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Conscientious, competent monitoring and feedback by the headteacher and other senior staff, accepted well by class teachers, is improving teaching. However, as some staff are new to their roles, including senior leaders, this means that improvement is not yet fully embedded in the school's work. The governing body is also approaching its task of supporting and questioning provision conscientiously, led by an experienced chair. Similarly, however, several changes in its personnel in recent years mean that its work is not fully developed. That said, the partnerships with parents and carers and with outside agencies are managed well. Those parents and carers who were spoken to directly are pleased with what the school offers and how it facilitates links with experts and agencies that support them and their children. The staff's open approach and proactive outreach to ameliorate difficulties and inform them about how pupils can be helped at home are recognised and appreciated. The impact is seen in rising standards and raised aspirations. In no small measure, this is because the staff go out of their way to tackle any difficulties that individuals encounter, working hard to ensure that opportunities are equal for all pupils. Safeguarding is managed effectively. The governors are fully supportive of the school and are growing more confident in challenging the school to improve further. Pupils are involved very effectively in events that focus on building local feelings of togetherness and community. However, opportunities are less evident for involvement nationally or globally. Recent success in the use of available funds to improve teaching, learning, progress and behaviour mean that satisfactory value for money is now being achieved.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Considerable care is taken to settle children quickly when they first arrive in the Nursery. This is built on good initial contact with families, including home visits, and is successful in ensuring that children start smoothly. Records indicate that attainment on entry to school is better than a few years ago. Developments in the Children's Centre have provided opportunities to swap information, so individual needs are known and children can make progress more quickly when they begin school. However, assessments soon after children enter school indicate that their skills are often still well below age-related expectations in some important areas, such as language development and communication. Records are kept carefully in Nursery and Reception classes. Information about how children respond to activities across different areas of learning is gathered formally and informally. This indicates that learning and development are good and that the proportion of children who attain closer to age-related targets, or reach them, increases each term as they move towards Year 1.

Independence and self-reliance are successfully encouraged and children thrive socially and across the areas of learning. Good leadership is ensuring that provision is of good quality. Some elements are outstanding. For example, resources are plentiful and of good quality. The adults' questioning of children is often highly skilled, helping each child to understand at exactly the correct level for their stage of development. This was seen frequently throughout the open plan unit, indoors and outside, and is equally evident for Nursery- and Reception-aged children. Senior staff are currently reviewing practice to ascertain whether different ways of organising the children might help to address their needs in speech, communication and mathematical development even further, as these remain stubbornly low by Year 1. Progress in other outcomes is good. Children enjoy their daily healthy snacks and contribute to the management of the unit by registering whether



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they have eaten them. Close cooperation exists between the Reception class and Year 1 so that there is a smooth transition in place that helps pupils settle quickly

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are pleased with the school, which is apparent from their questionnaires and from their face-to-face responses made to an inspector. Most of them are positive and feel that the headteacher and staff do their best for their children. All of those who returned questionnaires felt that their children enjoy school and make enough progress. Nevertheless, a few indicated that the school does not take enough account of their suggestions. During this inspection, inspectors found that staff, including the headteacher, weigh different points of view carefully, often consulting wider expertise, and make decisions accordingly. Furthermore, parents and carers are very complimentary about the way that classrooms are opened early, so they can settle their children and take the opportunity to talk to staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wayfield Community Primary School and Nursery Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	13	35	0	0	0	0
The school keeps my child safe	20	54	16	43	1	3	0	0
My school informs me about my child's progress	13	35	21	57	2	5	1	3
My child is making enough progress at this school	17	46	19	51	0	0	0	0
The teaching is good at this school	18	49	18	49	1	3	0	0
The school helps me to support my child's learning	15	41	18	49	4	11	0	0
The school helps my child to have a healthy lifestyle	20	54	15	41	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	38	14	38	4	11	0	0
The school meets my child's particular needs	17	46	18	49	1	3	0	0
The school deals effectively with unacceptable behaviour	14	38	20	54	0	0	2	5
The school takes account of my suggestions and concerns	17	41	17	46	3	8	1	3
The school is led and managed effectively	15	41	17	46	3	8	1	3
Overall, I am happy with my child's experience at this school	21	57	13	35	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



29 September 2010

Dear Pupils

**Inspection of Wayfield Community Primary School and Nursery Unit, Chatham, ME5 0HH**

Thank you for being so polite and helpful to the other inspectors and me when we came to your school. You helped a huge amount to make the two days go well. We all enjoyed speaking to you and visiting your lessons. We were very pleased that so many of you told us that you like school a lot. Wayfield provides you with a satisfactory education overall, and this includes several good things.

You will see some of the important things that we found out in this list.

- The quality of teaching at your school is improving, so your progress is speeding up.
- Learning is already good in the Early Years Foundation Stage.
- All the adults in school care for you a lot and the staff and your parents and carers work together to make sure that everything works well for you.
- You behave well.
- You know a lot about how to eat healthily and you feel safe at school.
- You show much willingness to do jobs that help your teachers to run the school.

Here are some things to help improve your school further.

- We would like the staff always to tell you the main points of lessons. This is so you will know how well you have learned something. You can then help the teachers by telling them if you are not sure.
- We have asked for you to have more chances to think and speak in lessons.
- We have also asked your teachers, when they mark your work, to tell you about all the steps you need to make it even better.
- We would like you to have more opportunities to hear about people up and down the country and overseas, and to learn even more about their lives.

Best wishes for the future to you all.

Yours sincerely

John W. Paull  
Lead inspector

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