

# Iwade Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	118340
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358320
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Narinder Dohel

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	385
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denis Batson
<b>Headteacher</b>	Katrina Ware
<b>Date of previous school inspection</b>	4 March 2008
<b>School address</b>	School Lane Sittingbourne ME9 8RS
<b>Telephone number</b>	01795 472578
<b>Fax number</b>	01795 435724
<b>Email address</b>	headteacher@iwade.kent.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	20–21 October 2010
<b>Inspection number</b>	358320

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons taught by 15 different staff. They also held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at a range of evidence including: pupils' books; records of pupils' progress; lesson planning documents; playtime activities; self-evaluation documents, including records of teaching; various policies and the school improvement plan. Inspection questionnaires were received from pupils, staff and from 98 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of learning and progress for all groups of pupils in English at Key Stage 2.
- The extent of the school's success in improving teaching and learning in order to sustain consistently satisfactory or better progress.
- The effectiveness of target-setting and pupils' progress tracking procedures in contributing to the drive to eliminate underachievement.
- The accuracy of strategic leadership in the self-assessment of its own effectiveness.

## Information about the school

The school is larger than most primary schools. It has grown considerably over recent years adjusting to the rapid growth in building in and around the village of Iwade. The vast majority of pupils are of White British heritage and almost all speak English as their first language. The proportion of pupils known to be eligible for free school meals is low in comparison to schools nationally. The proportion of pupils with special educational needs and/or learning disabilities is broadly average. Of this, the majority have moderate learning difficulties or behavioural, social and emotional needs. Most children join the Early Years Foundation Stage in Reception. Iwade Community Primary School has been part of a federation since 2007 with Bobbing Village School. Both schools share one governing body and an executive headteacher. The school is run on a day-to-day basis by a head of school. Iwade hosts a breakfast and after-school club which is open to, and also attended by, a few pupils from Bobbing Village School.

**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

Iwade Community Primary School is a satisfactory school. Although attainment is low, learning and progress are improving securely and quickly. The school's strengths are seen particularly in aspects of personal development, such as the consistently good behaviour of pupils in lessons and around the school. No inadequate teaching was observed during the inspection and the school's monitoring shows all teaching to be at least satisfactory with an increasing proportion that is good. Improvements in the quality of teaching and learning support the securely improving progress that pupils make. Classrooms are well organised, attractive learning environments that display pupils' work, targets and levels. Consequently, pupils enjoy school and feel safe. Pupils appreciate the wide variety of after-school clubs and enrichment activities that the school organises, including karate and judo. Pupils described their residential visit to the Isle of Wight as 'awesome'. Pupils have a good awareness of how to keep themselves healthy as demonstrated through lessons where, for example, they learn about the health risks associated with smoking.

Caring relationships in the Early Years Foundation Stage mean that children get off to a sound start. Satisfactory, but rapidly improving progress is made in Years 1 and 2 in reading, writing and mathematics. This is maintained through Years 3 to 6 with the result that attainment, while remaining low, is improving. The school integrates the use of information and communication technology across the curriculum effectively, mainly for research and writing. However, this is not always used well to support pupils' editing of their writing. Systems to track pupils' progress are secure and attainment data are analysed well. However, teachers' planning does not always use this information well enough to plan the next steps in pupils' learning. As a result, pupils are not always set suitably challenging tasks, such as producing longer pieces of writing across the curriculum. The quality and consistency of target-setting and marking is varied. Target-setting at Key Stage 1 is less robust and consistent than in Key Stage 2, where pupils are more often provided with detailed feedback through dialogue with adults. In most classes, marking clearly shows pupils how to improve and pupils use success criteria to improve their work. In the most effective marking, pupils respond to written comments, but teachers do not routinely ensure that this occurs.

Accurate school self-evaluation demonstrates that leaders and managers have a clear understanding of the school's performance. Priorities for action are appropriately identified, although monitoring of teaching by the school's leaders and managers has not always ensured that improvements have been made evenly across key stages. The governing body provides enthusiastic support for school leaders, but is not yet fully involved in all aspects of self-evaluation and strategic planning. Nevertheless, rapidly improving rates of progress, together with the sound and developing contribution made by the governing body, indicate the school's capacity for sustained improvement is satisfactory.

**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

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

- Raise attainment to at least average by July 2011 by:
  - creating more opportunities for pupils to produce extended writing in a range of subjects
  - making sure that pupils respond to teachers' marking so that they improve their skills more quickly
  - using information and communication technology (ICT) judiciously to help pupils edit their work more quickly and effectively
  - ensuring that pupils in all key stages are equally clear about their targets and how to improve their work.
- Ensure that teaching and learning are consistently good by October 2011 by:
  - ensuring that teachers set appropriately challenging tasks for pupils and extend their learning to best effect
  - making lesson planning more rigorous so that the learning needs of all ability groups are clearly identified.
- Make sure that the governing body strengthens its impact on the work of the school by:
  - increasing its involvement in self-evaluation and strategic planning

## Outcomes for individuals and groups of pupils

<b>3</b>
----------

Progress is strongest in reading across the school and is supporting accelerated progress and improving attainment in English for all pupils. Boys and girls make progress at a similarly increasing rate. For example, in a literacy lesson, pupils were planning and editing a story. Tasks were explained clearly, pupils had success criteria against which they could check their work, and were able to work in pairs using materials to support their use of grammar and sentence openers. Teachers' subject knowledge, use of questioning and differentiated planning led to appropriate challenge within the lesson and good progress. In other lessons, pupils showed keen interest in their work and made progress broadly in line with their capabilities. The progress of pupils with special educational needs and/or learning disabilities is satisfactory, with some pupils making better progress due to the support they receive, particularly in mathematics, where tasks are well modified. Less able pupils are also making progress which is broadly comparable with their peers.

Pupils value 'reflection' time which they say helps them to understand other people and reflect on their own behaviour. They learn about a range of world faiths and ancient cultures through the curriculum. There are many opportunities for pupils to contribute to their school community through the school council and at lunchtimes. They also raise funds enthusiastically for charities and take part in a range of sporting events. However, some pupils express a desire to take on more responsibility. Also, their experiences in activities such as music and drama and their appreciation of cultural diversity within the United Kingdom are limited. Consequently, pupils' social, moral, cultural and spiritual development is satisfactory.

**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

*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:	4
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:	2
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

Teaching and learning have improved since the previous inspection. Staff have worked systematically in teams across the two schools to share effective planning and good practice. Assessments of pupils' progress are discussed at weekly meetings by teachers and moderated each half-term by leaders. As a result, teachers demonstrate secure knowledge of subjects and standards. The quality and effectiveness of marking are improving though remains inconsistent between key stages. However, there is consistency across the school in addressing pupils' misconceptions. Adults are used effectively to support pupils' progress ensuring that little time is wasted. In satisfactory lessons, pupils show interest in their work and make progress broadly in line with their capabilities. In the better lessons, teaching skills are consistently effective in motivating and engaging all pupils, resulting in good progress. Pupils have positive attitudes towards learning and their good behaviour leads to enjoyment of the curriculum.

During the inspection, the most effective teaching and learning were observed in the cross-curricular sessions where pupils worked collaboratively on themes. Cross-curricular links are strong and promote pupils' independence, engaging pupils of all abilities. For example, drama, art, ICT and history were used effectively in learning about Egyptians. The creative aspects of this lesson provided pupils with specific learning needs good opportunities for learning. However, opportunities to produce extended writing in different

**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

subjects and the inclusion of more visits relating to themes which pupils are studying are both limited.

The school has introduced a parent council and 'bring a parent to school day', and has well-established opportunities for formal and informal meetings with parents and pupils. As a result, the support and care for vulnerable pupils and for pupils at points of transition are at least satisfactory. Strategies to improve attendance and to support the inclusion of pupils with social, emotional and/or behavioural difficulties have both improved recently. Years 5 and 6 pupils spoke at length about how well teachers and parents work together to support them in making choices about their secondary school. Overall, the school's satisfactory provision of care, guidance and support leads to personal development outcomes for pupils which are at least satisfactory and sometimes better.

*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>3</b>

## How effective are leadership and management?

Through sound monitoring and accurate self-assessment, the executive headteacher and other leaders have successfully identified priorities for improvement. Leadership teams have worked with a sense of purpose and ambition across the federation in order to help meet the priorities identified for improvement in the previous inspection. As a result, there have been improvements in attainment and progress and in pupils' engagement and enjoyment of lessons and the wider curriculum. Procedures for regular monitoring of teaching and learning are securely in place. Most of the key areas of weakness have been addressed, resulting in teaching and learning being at least satisfactory and improving.

There are very few incidents of discriminatory behaviour, and, where these occur, they are dealt with quickly and effectively. This is a clear indication of how equality of opportunity is successfully promoted and discrimination tackled satisfactorily. Safeguarding procedures to ensure the health, safety and welfare of pupils are satisfactory. The governing body has a growing awareness of safeguarding procedures to ensure the well-being of pupils. Members of the governing body are regular visitors and understand the school's strengths and areas for development. They are well informed, but are more knowledgeable about attainment generally than about the progress specific groups of pupils make. They are keen to support the school to make further improvement through wider involvement in school self-evaluation and strategic planning. The school promotes community cohesion satisfactorily within the school and, increasingly, the wider community. It is at the early stages of taking a strategic approach to developing wider understanding of cultural diversity within the United Kingdom and global communities.

**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

*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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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

Children enter Reception classes at broadly expected levels. They are happy and form positive relationships with adults and other children and learn and play well together in a lively and spacious environment. As a result, children make satisfactory progress and leave Reception with the skills and knowledge expected for children of their age. During the inspection, children were observed in a variety of activities, including making play dough, engaging in role play and exploring weight and the impact of height when objects are dropped into a water tray. Productive links are made across the curriculum, for example children made fruit salad having read the story of 'Handa's Surprise'. Although planning shows a suitable range of learning, some opportunities are missed to extend and record children's writing, speaking and phonetic skills, especially for boys. Opportunities to promote creativity, imagination and challenge through the use of construction resources are also limited. During their time in breakfast and after-school clubs, children feel happy, safe and able to confide in adults. The Early Years Foundation Stage is led and managed soundly. Staffing is now stable and the Early Years Foundation Stage leader is sharing good practice across both schools.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3



**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

Stage	
-------	--

--

## Views of parents and carers

Most parents and carers who responded to the questionnaire are happy with their children's experience in school. One parent said: 'My son has always been very happy at the school and has achieved well. We have always found the staff to be very supportive.' In the survey, most parents and carers evaluate the work of the school positively. The vast majority are confident that the school keeps their children safe. A very small minority of parents and carers expressed concern about being informed about their children's progress, how the school supports them in their children's learning, and meeting their children's particular needs. Inspectors found behaviour in and out of lessons to be good. The inspection findings uphold the positive views of parents and carers regarding pupils' personal development and judged the quality of teaching and the leadership and management of the school to be satisfactory. The response rate for the return of questionnaires is broadly average compared with that for primary schools nationally.

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

Ofsted invited all the registered parents and carers of pupils registered at Iwade Community Primary School 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 385 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	72	27	27	1	1	0	0
The school keeps my child safe	63	64	35	36	0	0	0	0
My school informs me about my child's progress	45	46	45	46	6	6	1	1
My child is making enough progress at this school	44	45	48	49	2	2	1	1
The teaching is good at this school	50	51	43	44	0	0	0	0
The school helps me to support my child's learning	45	46	44	45	6	7	2	2
The school helps my child to have a healthy lifestyle	51	52	45	46	1	1	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)	32	33	53	54	2	2	0	0
The school meets my child's particular needs	42	43	50	51	5	6	0	0
The school deals effectively with unacceptable behaviour	40	41	49	50	3	2	1	1
The school takes account of my suggestions and concerns	36	37	51	52	3	3	0	0
The school is led and managed effectively	55	56	39	40	4	3	0	0
Overall, I am happy with my child's experience at this school	54	55	43	44	1	1	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.**



22 October 2010

Dear Pupils

**Inspection of Iwade Community Primary School, Sittingbourne, ME9 8RS**

Thank you for making us so welcome when we came to visit your school recently. We really enjoyed our visit and were pleased to see how well you all get on together and how well behaved and polite you are in lessons and around the school. This helps to make Iwade Community Primary a happy place to be.

I am writing to tell you about the judgements that the inspection team reached. Iwade Community Primary is a satisfactory school. This means that it does some things well and some things need to be improved.

Here are the main things which we found out about your school. You like school, attend regularly and enjoy all the interesting things you get to learn about. The standards that you reach are average. You particularly like the clubs and other activities that are organised for you. You are keen to take on responsibilities within the school and have a good understanding of how to keep yourselves fit, healthy and safe.

To make the school even better, these are some of the things we have asked the staff and the governors to do:

- make sure that all of you are set work that is the right level of difficulty ? you can help by telling your teachers if the work is too easy or too difficult
- when teachers mark your work, we would like them to give you clearer advice about how you can improve it
- make sure that the governors get more involved in monitoring the things that go on at school and in the planning for how it can improve further.

Finally, we would like to thank you again and wish you enjoyment and success in the future.

Yours sincerely

Narinder Dohel

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).