

# Wrotham Road Primary School

## Inspection report

---

<b>Unique Reference Number</b>	118577
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358390
<b>Inspection dates</b>	14–15 July 2011
<b>Reporting inspector</b>	Andrew Saunders

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	428
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Walker
<b>Headteacher</b>	Leigh Hovey
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Wrotham Road Gravesend DA11 0QF
<b>Telephone number</b>	01474534540
<b>Fax number</b>	01474322413
<b>Email address</b>	enquiries@wrotham-road.kent.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	14–15 July 2011
<b>Inspection number</b>	358390

---

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 123 4234, 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 123 4234

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 2011

## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 24 lessons taught by 15 teachers, as well as events happening during the inspection. They held meetings with senior leaders, groups of staff, pupils and members of the governing body, and spoke to pupils and parents and carers informally. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures and records of school leaders' monitoring of teaching and learning. They also reviewed minutes from meetings, records of governing body visits, the school development plan and questionnaires received from 152 parents and carers, as well as responses from staff and pupils.

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

- How effective are the strategies the school has implemented to raise achievement at Key Stage 1 and at Key Stage 2, and of those who speak English as an additional language?
- Has the school been effective in improving teaching and the curriculum, particularly to raise achievement in English?
- Has attendance improved because of the strategies introduced, particularly for those who have too often been away from school?
- How widely is the vision for the school shared by leaders at all levels, and how effectively do they participate in identifying and bringing about appropriate improvements?

## Information about the school

Located in an urban area of Gravesend, Wrotham Road Primary is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is average. Pupils come from a wide range of heritages, with the largest groups from White British and Indian backgrounds. There are an increasing number of pupils from Eastern European and Roma backgrounds. The proportion of pupils who speak English as an additional language is well above average; a significant minority of these join the school at the earliest stages of learning English. A higher than usual proportion of pupils join the school at times other than those expected, some with little or no previous experience of school. At 34%, the proportion of pupils with special educational needs and/or disabilities is above average. These pupils have a broad spectrum of needs, including behavioural, emotional and social difficulties and there are a few pupils with complex needs. The Early Years Foundation Stage comprises a Nursery class and two Reception classes. The school runs a breakfast and after-school club as well as a youth club. Among the awards the school has achieved, the school has Healthy School status and the Sustainable Travel award.

**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?**

**2**

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

**2**

## Main findings

Wrotham Road Primary is a good school because the great dedication of the headteacher and his senior staff means that there is a strong vision to provide all pupils with high-quality learning opportunities. As a result, teaching has improved and is now good, the curriculum is good and improving further, and staff demonstrate deep care and support for all pupils.

- Since the last inspection, standards of attainment in Year 6 have risen, particularly in English. Attainment at Key Stage 1 has been declining, but this issue has been addressed and has now improved.
- With broadly average attainment, and good progress from their starting points, this means that the achievement of pupils is good.
- Improvements in teaching mean that most teachers make good use of the rich information they have about how well each pupil is doing, and plan activities which meet their needs. However, there are some inconsistencies and, on occasions, more-able pupils are not given sufficiently challenging work or enabled to get on with their work as soon as they know what they need to do.
- Plans have been developed to provide a more creative curriculum; these have been trialled in a few classes, but have not yet been implemented in all classes, so that opportunities are missed for pupils to develop their independence. The activities to enrich the curriculum, such as clubs, trips and visits, are exceptional, and help to give pupils a wide view of the world they live in, and a broad range of practical experiences.
- Support for pupils who are at the early stages of learning English is good, because the school has developed strong partnerships and staff are well trained about how to develop spoken and written English for these pupils. As a result, these pupils make at least good progress, and some make outstanding progress.
- There is good support for pupils with a range of special educational needs and/or disabilities, including some pupils with complex needs. The school ensures that these pupils are identified and that staff understand the needs these pupils have. Where appropriate, the school has developed excellent partnerships with those able to support these pupils further.
- The strong focus on celebrating the diverse nature of the school community and outstanding work with families and parents and carers mean that the development of community cohesion is exceptional.
- Pupils are highly involved in the school and local community in a wide variety of ways; their behaviour and contribution are highly regarded in the community. Their

**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

understanding of how to stay healthy is excellent, as is their spiritual, moral, social and cultural development. Pupils' behaviour is good.

- Pupils thoroughly enjoy school. As a pupil said, 'Sometimes, when it's holidays, I want to go to school.' Their parents and carers echoed this view. A parent said, 'The teachers go out of their way to provide an outstanding education for their pupils; they make learning fun and enjoyable.'
- Attendance is now broadly average overall. Most pupils attend regularly. The school has implemented robust procedures and well-focused strategies to improve the attendance of the few pupils for whom this is an issue. As a result, the attendance of many of these pupils has improved considerably.
- Pupils are exceptionally well cared for. Those who face difficulties in their lives are particularly well supported and helped to overcome these issues, through emotional and practical, as well as academic support.

The school has successfully addressed the issues raised at the previous inspection. Along with the accurate self-evaluation and insight of senior leaders about the key issues the school needs to address, the considerable improvements already brought about, and the supportive challenge of members of the governing body, this means that the school has good capacity to continue to improve.

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

- Ensure that all teaching is good or better, by July 2012, by enabling more-able pupils to get on with challenging work more quickly.
- Implement and embed the curriculum developments consistently across all year groups, within a year, to provide more opportunities for pupils to develop their independence.

### **Outcomes for individuals and groups of pupils**

**2**

When they join the Nursery or Reception, children's skills and knowledge are on average, well below those expected for their age, particularly in communication, language and literacy. About 30% of pupils speak little or no English when they start in Nursery. Children make good progress because the teachers ensure that they have rich learning opportunities which develop their language quickly. By the end of Reception, they have made up ground and developed good skills as learners. Good progress continues across the school and, by the end of Year 6, those who have remained at the school have made good progress from their starting points. The welcoming atmosphere and well-established routines mean that pupils who join the school other than at the usual times, particularly those who speak English as an additional language, settle quickly and often make outstanding progress. Pupils with special educational needs and/or disabilities are supported by well informed teaching assistants, as are those who speak English as an additional language. As a result, they make good progress. In lessons seen, pupils made good progress and thoroughly enjoyed their learning, because the teachers know them well, and have accurate, useful information about how well each pupil is doing. For example, Year 6 pupils enjoyed comparing a written story with a film version, and the teacher increased the challenge as they demonstrated their confidence. The whole-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

approach to developing reading and writing in small groups is having an impressive impact on all pupils.

Pupils are proud of the wide range of cultures and heritages represented in the school, and get along amicably. Along with the wide range of responsibilities they can take on, the 'maths' and literacy ambassadors take their roles very seriously. They set up clubs and fun activities in their subjects and help pupils to develop a positive attitude towards these key areas. A wide range of enterprise opportunities and helping to run a branch of a bank in the school ensure pupils develop good numeracy and information and communication technology skills. They make an exceptional contribution to the whole of the learning community, encouraging families to learn as well. Pupils are very clear about the actions they can take to keep themselves healthy, and are keen to do so. They make the most of the opportunities to play a wide range of sports, and are passionate about playing four-square in the playground, which helped them to become 'European Champions' in a tournament. Participation in the record-breaking 'walking bus' of 400 pupils demonstrates their commitment to staying healthy, and helped the school achieve a gold level Sustainable Travel award. The wholehearted involvement of all groups of pupils in a school production demonstrated the confidence they develop, particularly in speaking and acting, including some who have been learning English for a relatively short time. Pupils are well aware of the different religions and languages in the school and enjoy knowing about different cultures and how people have different points of view. They respond thoughtfully to opportunities to reflect on the world around them and spiritual matters, and show maturity in considering moral and social issues. As a result, their development in spiritual, moral, social and cultural aspects is excellent.

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

In most lessons seen, teachers ensured that the lesson moved at a good pace, that work was well matched to the needs of pupils, and that they checked pupils' understanding at regular intervals. Consequently, they adapted the lesson as it proceeded to make sure that pupils made good progress. However, there are still some lessons where the pace is too slow and more-able pupils in particular are not given work that sufficiently stretches their skills and knowledge. Those pupils with behavioural, emotional and social difficulties are helped to be clear about the expectations of the school, and systems to manage behaviour are consistently implemented by caring staff. New approaches to developing the curriculum are proving effective where they have been implemented. There are extensive opportunities for enrichment, such as trips, visits and visitors, and the many clubs the pupils enjoy participating in, including some organised by pupils themselves. Pupils in Nursery enjoyed a trip to the seaside, which has been the focus of much of their work recently.

The exemplary care, guidance and support for pupils are indications of the dedication of the staff. Relationships are excellent, both between adults and pupils, and between pupils from various backgrounds. Many parents and carers commented on the friendly, inclusive ethos within the school. The impressive care and support extends not just to the pupils, but often to their families as well where they face difficulties. Pupils said that they feel safe, that they always have someone they can talk to if they are worried, and that their

**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

concerns will be addressed. The popular breakfast club provides a good start to the day for those who attend. The after-school club similarly ensures pupils are very well cared for, and the youth club is increasingly popular. The excellent opportunities to take on responsibilities and the development of confidence in speaking, as well as links with other schools, mean that pupils are well prepared for the next stage of their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The senior leadership team has been further strengthened through recent appointments, and has been rigorous in evaluating the strengths of the school. The members have clearly identified key issues as they have arisen, and have implemented appropriate strategies to address these. Data about the performance and progress of pupils are unflinchingly analysed and used well to inform decisions about staffing, training and resources. The outstanding care, guidance and support are modelled by the senior leaders in their interactions with pupils, staff and parents and carers. The work of those responsible for liaising with families has contributed significantly to this strength of the school. An example of the excellent partnership with parents and carers is the information about specific topics, or approaches used in mathematics, which are shared with parents and carers in a variety of ways. A number of newsletters with different emphases have further ensured parents and carers have plenty of information available. Opportunities for them to learn alongside their children are highly regarded and increasingly well attended. The school is seen as a leader in the area, for their approach to community cohesion and supporting those for whom English is an additional language. Any discrimination is not tolerated; the school are vigorous in promoting good relationships and equal opportunities for all pupils. The positive attitudes of the pupils towards those with beliefs and lifestyles which may differ from their own, as well as the many community celebrations held in the school, mean that the school's contribution to promoting community cohesion is outstanding. Members of the governing body put in considerable time and effort towards ensuring they are well trained and knowledgeable about the school. They challenge the school to ensure that pupils get the best possible opportunities for learning, and have well-organised procedures to evaluate the work of the school. Together with the school, they place a high priority on keeping pupils safe; routines and safeguarding procedures are regularly reviewed and updated. At the time of the inspection, all government requirements were met.



**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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The good arrangements to support children when they join the Nursery or Reception, as well as the exceptional care of the adults, mean that children settle quickly and become confident learners. They make exceptional progress in their physical development and problem solving, reasoning and numeracy; progress in other aspects is good, considering their starting points. The outdoor areas available have been well developed so that all areas of the curriculum are supported. The range of activities provided by adults, as well as those children choose for themselves, usually provide appropriate levels of challenge. Children enjoy opportunities to develop their independence, making up games together and taking turns to explore different roles. The adults are well trained, know the children well and plan effectively. Additional support is carefully focused on those children who are at the earliest stages of learning English, or who have additional needs. Special books are used to record and share children's learning with parents and carers and help them to support their children. The use of data to more closely focus the activities provided for individual children is not yet as well developed as in the rest of the school. Despite the difficulties of the complex site, the school has made sure that the environment is kept safe.

**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 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

The number of questionnaires returned to the inspection team during the inspection was average. In all the questions, the views of parents and carers were very largely positive, often considerably above the percentages seen elsewhere. This reflects the positive comments many parents and carers made. A very small minority of parents and carers did not agree that they are well informed about their child's progress, or that the school deals effectively with unacceptable behaviour. Inspectors found that there are a multitude of ways in which the school seeks to ensure that parents and carers have accurate, appropriate information about how well their child is doing, as well as about strategies parents and carers can use to support them. The school also works hard to ensure that behaviour is dealt with in the most effective manner for each pupil. While they aim to be consistent, this is not always appropriate for pupils with different needs. Parents and carers commented about the approachability of the staff in general, with particular praise focused on the positive impact of the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Wrotham Road Primary school 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	57	61	40	5	3	0	0
The school keeps my child safe	82	54	68	45	0	0	0	0
My school informs me about my child's progress	50	33	81	53	18	12	1	1
My child is making enough progress at this school	49	32	86	57	13	9	3	2
The teaching is good at this school	64	42	75	49	8	5	1	1
The school helps me to support my child's learning	52	34	83	55	12	8	4	3
The school helps my child to have a healthy lifestyle	54	36	92	61	3	2	1	1
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)	45	30	88	58	10	7	1	1
The school meets my child's particular needs	49	32	84	55	13	9	3	2
The school deals effectively with unacceptable behaviour	42	28	83	55	13	9	6	4
The school takes account of my suggestions and concerns	42	28	86	57	13	9	4	3
The school is led and managed effectively	59	39	76	50	7	5	5	3
Overall, I am happy with my child's experience at this school	71	47	68	45	9	6	2	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



18 July 2011

Dear Pupils

**Inspection of Wrotham Road Primary School, Gravesend DA11 0QF**

Thank you for the warm welcome you gave us when we visited your school. We enjoyed seeing the work you were doing in lessons, as well as the many activities going on. We have looked at many things in your school, and have judged that it is a good school. These are some of the things we found.

- The teachers care a great deal for you and make sure that you have plenty of support and guidance when you need it. As a result, you told us you feel safe and that there is always someone to talk to if you are worried.
- Senior leaders know the school well. As a result, teaching is getting even better, and there are plans to make the curriculum more creative. You already enjoy it when the topics you study are particularly interesting.
- By the end of Year 6 you have made good progress and developed skills and knowledge which are similar to pupils in other schools.
- Your attendance has improved, particularly for some of you who had been away from school too frequently. You can be proud of the way you have responded to the challenge the school has set you.
- You showed that you are good at taking on responsibilities, such as the learning ambassadors, play leaders, and those who help run the bank. You can be very proud of your contribution towards making your school such a positive place to learn and develop.
- You also have an excellent understanding of the cultures and beliefs of others.

Even though it is a good school, the senior leaders want it to be even better. We have asked them to do two things.

- Give more-able pupils even harder work to do, in all lessons, so that it stretches your skills and knowledge.
- Make sure that the changes to the curriculum happen in all classes, so that the work you get to do is interesting and effective in helping you learn.

You can help by making sure you continue to enjoy learning and support each other. We wish you all the best for the future.

Yours sincerely

Andrew Saunders

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 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**