

Twydall Primary School, Nursery and Children's Centre

Twydall Lane, Gillingham, Kent, ME8 6JS

Inspection dates

24–25 October 2012

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. They make good progress in reading, writing and mathematics and so by the time they leave the large majority of pupils reach the expected level of attainment for their age.
- Disabled pupils and those who have special educational needs make similar, good progress to others.
- Disabled pupils are cared for extremely well and join in with all aspects of school life.
- The headteacher and senior leaders have successfully raised expectations for the progress that all pupils make and the quality of teaching.
- Teaching is good and sometimes outstanding.
- Behaviour is good and meets teachers' high expectations in lessons, which helps pupils learn well.
- Pupils enjoy coming to school and say they feel safe and secure, there is no bullying and everyone is treated fairly.
- The headteacher and governors have made sure that more teachers have leadership responsibilities to make a better check on what the school is doing well and what it needs to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Occasionally in lessons across the school, the work set for some is either too hard or too easy so pupils do not make the progress they should. Teachers do not always make sure that pupils know how well they are doing or what they need to do to improve.
- Leaders and managers do not keep a close enough check on what is being taught over time and so sometimes pupils repeat work they have already done, especially as they move from Year 2 to Year 3. Governors do not check on the impact of all spending decisions in enough detail.

Information about this inspection

- Inspectors observed 27 lessons or part lessons including some observations with the headteacher and deputy headteacher. In addition, inspectors made shorter visits to classes and listened to some pupils read.
- Meetings were held with the headteacher, the deputy headteacher, staff with key leadership responsibilities, groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents including the school's self-evaluation, the school improvement plan, records of pupils' progress and attainment and the safeguarding arrangements.
- Inspectors took account of 30 responses to the online Parent View survey and 40 questionnaires returned by members of staff.

Inspection team

Margaret Coussins, Lead inspector	Additional inspector
Teresa Davies	Additional inspector
Andrew Lyons	Additional inspector

Full report

Information about this school

- In September 2011, Twydall Infant and Junior schools amalgamated to form the new primary school, which is much larger than the average-sized primary school. The headteacher was the headteacher of the infant school.
- There are currently two separate buildings, the old infant and junior schools, but building work to link the two buildings is nearing completion.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school has a service level agreement with the local authority to provide places for up to 43 pupils with physical disabilities or complex medical conditions. Almost all of these pupils have statements of special educational needs.
- In addition, the school has, from September 2012, a hearing impaired unit which is currently attended by one pupil. All of these pupils are integrated within the classes for much of their learning.
- The proportion of pupils for whom the school receives additional funding (the pupil premium), because they are known to be eligible for free school meals or are looked after children, is higher than found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school makes provision for the Early Years Foundation Stage in three Reception classes and a Nursery, where children attend for morning or afternoon sessions.
- The headteacher and the governing body manage the on-site children's centre, which was not included in this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that pupils are always clear about their targets for learning and know how well they are doing and how they can improve their work
 - making sure that, in all lessons, work is set at just the right level for each pupil with the right amount of challenge and support so that all pupils can make the progress of which they are capable.
- Improve the impact of leaders by:
 - checking teaching plans to make sure that skills are built on year by year and pupils do not repeat work they have already done, particularly as pupils move from Key Stage 1 into Key Stage 2
 - making sure that governors consider the impact of their spending decisions, for example the use of the pupil premium funding, more fully.

Inspection judgements

The achievement of pupils

is good

- When children join the school in the Early Years Foundation Stage, their skills and knowledge are below the levels expected for their ages. They get a good start in the Nursery and Reception classes and achieve well in the key areas of communication and language, physical development and personal, social and emotional development.
- Pupils' current work and lesson observations show that they continue to make good progress in reading, writing and mathematics as they move through the school although this is not yet fully reflected in the unvalidated Key Stage 2 results for 2012.
- Progress in mathematics has not been as rapid over the last year as it has in English and the school has correctly identified where the gaps are and taken action to ensure that there are more opportunities for pupils to apply and use mathematical skills across a range of subjects. Literacy is promoted well across a range of subjects, for example, in science, pupils use writing skills well to label diagrams and record findings from experiments.
- In the Year 1 phonic screening test (knowing letters and the sounds they make) in 2012, taken by the current Year 2 pupils, the proportion achieving the expected results was a little below that found nationally. Pupils read with confidence and enjoy reading. Older readers talk enthusiastically about favourite authors and styles of writing. They enjoy guided reading sessions and sharing a class novel and say this encourages them to read more at home.
- Disabled pupils and those who have special educational needs make good progress and achieve well because teachers and other adults who work with them have a clear understanding of their needs, which are identified at an early stage. Individual support for pupils with physical disabilities, complex medical needs and hearing impairment is extremely effective, through good relationships, skilled support, specialist facilities in both buildings and the use of additional resources and external agencies where appropriate.
- Pupils who are supported by the pupil premium achieve well because the school uses the additional resource effectively. It provides a wide range of school-based and out-of-school support through small-group and one-to-one support, carefully tailored to meet individual academic, emotional and physical needs.
- Most parents and carers who used the online questionnaire are happy with the progress their children make.

The quality of teaching

is good

- Most parents and carers who used the online questionnaire feel that their children are taught well and pupils think so too. Pupils' past work and the school's accurate monitoring show that teaching is typically good and sometimes outstanding.
- There is a clear focus on teaching literacy, communication and mathematical skills in most lessons.
- Lessons are generally fun and interesting for pupils and they do particularly well when teachers plan opportunities for collaboration, investigation and discussion, where pupils can share their thoughts and ideas. For example, in an outstanding mathematics lesson in Year 5, pupils worked extremely well together. They bounced ideas off each other and used their mathematical skills at a high level developing concepts of scale linked well to design and technology work.
- Where teaching is most effective, work is pitched at exactly the right level for all groups, pupils know what their targets are, how well they are doing and how they can improve. The quality of these aspects is not consistent in all lessons and on occasions, in lessons across the school, there is not enough challenge for some pupils or not enough support for others to make the best possible progress.
- In the Early Years Foundation Stage staff take every opportunity to develop children's language, listening and communication skills through constant interaction and lots of opportunities for role-

play and exploration both indoors and outside, for example, acting out the nursery rhyme of Jack and Jill and finding ways to make the hill from building blocks.

- Teaching effectively meets the needs of disabled pupils and those who have special educational needs because they are given good, skilled support from teachers and teaching assistants. Resources are used well to support learning, including information and communication technology and specialist equipment to enable pupils to make good progress.
- Reading is taught well with younger children encouraged to develop a love of nursery rhymes, and traditional stories in the Reception class. Phonics (linking sound to letters) is taught at a good pace in the Early Years Foundation Stage and Key Stage 1. Teachers continue to develop approaches to reading to ensure the pace of progress in developing skills and enjoyment of reading are sustained across the school. Comprehension skills are developed well with the older pupils, who enjoy reading aloud from the class novel, discussing the story and predicting what might happen next.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and enjoy coming to school which they say they 'really love because everyone is kind, you're never lonely and it's never boring. Teachers make lessons fun and if you're confused, they help you.' As a result, most pupils attend regularly.
- Most parents and carers who used the online questionnaire feel that behaviour is good. Inspection findings agree that pupils usually behave well in lessons and around the school and school records show that this is typical of behaviour over time. Good behaviour in lessons makes a considerable contribution to the good progress pupils make. In a few lessons, however, where teaching does not fully engage pupils, they become distracted and inattentive, which slows their progress.
- Pupils are caring and considerate and demonstrate this well when playing together in the playground and in lessons where, without prompting from adults, they support each other. Pupils understand the needs of their friends with physical disabilities and help them out with practical tasks in a mature, understated way with no fuss. At the same time they show complete acceptance of and respect for all pupils in the school community.
- Pupils and their parents and carers say pupils feel safe in school. In discussion, pupils said there was no bullying. School records show that this is the case over time with no reported incidents. Pupils have, however, a good awareness of different types of bullying including prejudiced-based and cyber-bullying and are very confident that if any problems were to arise, staff would deal them with quickly and fairly.

The leadership and management are good

- The headteacher, senior leaders and governors have managed the amalgamation of the two schools into one primary school very effectively and have the confidence of parents and carers and staff.
- The high expectations of the headteacher, which are shared with all staff and the governing body, are focused on improving teaching and achievement. This has led to better and more consistent progress being made across all year groups, building on the successful outcomes at the end of Key Stage 1.
- Subject leaders from Key Stage 1 and Key Stage 2 are working well together to ensure consistent approaches across the school. Leadership roles have been significantly extended and developed to ensure greater capacity for further improvement.
- Senior leaders rigorously monitor the work of the school, including teaching, and their findings inform the right priorities for improvement as well as areas for further training for staff, for example, the teaching of phonics in Key Stage 2. Over the past year staff have worked together to successfully improve boys' writing. Where weaker aspects of teaching are identified, effective support is given and improvement carefully monitored.

- Staff know they are accountable for pupils' progress as part of the process of setting targets for their professional development. Decisions on pay and salary progression are closely linked to how well teachers manage to improve progress for the pupils in their class.
- The school has correctly identified the need, and has plans in place, to use a whole-school system for tracking pupils' progress to show even more clearly their progression over time.
- The school is committed to and is successful in including all children, whatever their backgrounds or needs, and ensures that all pupils have equal opportunities to learn and are treated fairly.
- Pupils' spiritual, moral, social and cultural development is met well through the curriculum and through extra activities. The curriculum is broad and balanced and gives appropriate emphasis to learning basic skills. In some subjects, however, planning does not always ensure that skills are built on year by year and pupils sometimes repeat work they have done before, particularly from Year 2 to Year 3.
- Safeguarding arrangements meet statutory requirements and are well known and implemented by all staff. Policies and procedures are regularly reviewed and staff are kept up to date with training.
- The school works well with the local authority, which is supporting the school in its drive to further improve outcomes for pupils, for example, by involving the school in a project for high-attaining pupils to achieve Level 6.

■ **The governance of the school:**

- The governing body supported the school well in its transition to a primary school. Governors continue to support and also ask challenging questions of the headteacher and senior staff. As a result the governing body is well informed so that there is an accurate picture of the school's strengths and priorities for improvement and governors are committed to further developing their effectiveness. Governors have a good understanding of the quality of teaching throughout the school and how senior leaders are improving this through setting individual targets for teachers. Governors have agreed how the school spends the pupil premium funding, for example by authorising additional teaching assistant hours to provide extra support for pupils. However, they check on the impact this is having only to a limited degree.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136131
Local authority	Medway
Inspection number	400268

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	528
Appropriate authority	The governing body
Chair	Peter Lloyd
Headteacher	Sue Fedosiuk
Date of previous school inspection	Not previously inspected
Telephone number	01634 231761
Fax number	01634 260144
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