

Iwade Community Primary School

School Lane, Sittingbourne, Kent, ME9 8RS

Inspection dates 6–7 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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 has improved rapidly since the school was last inspected. Standards are rising. They are now above average in all years in reading, writing and mathematics.
- The executive headteacher's leadership is excellent. Her drive and ambition, combined with the good leadership of other senior and middle leaders and managers, and the governing body, have generated many improvements.
- Systems for checking the school's work are well established and lead to accurate self-evaluation and the right priorities being set for further improvement.
- Teaching is typically good and some is outstanding. Teachers systematically build pupils' use of their literacy and numeracy skills into stimulating lessons. This encourages pupils to enjoy their lessons because they have a sense of positive achievement. Pupils at risk of not doing well make good progress because effective care and support help them to learn.
- Pupils are keen to learn and behave well. They feel very safe in school. They respect adults and each other. They take pride in their work and in keeping the school tidy.
- Strong links across the federation provide many opportunities for pupils and staff. These make for rich subject experiences and contribute well to rising standards.

It is not yet an outstanding school because

- Teachers do not help all pupils at Key Stage 2 to use phonics consistently (the links between letters and sounds) to spell words. This sometimes spoils their writing.
- Guided reading sessions occasionally focus too much on writing rather than on reading.
- In a few classes, lower attaining pupils do not always make fast progress. Occasionally, the work they are given is a little hard or teaching assistants do too much for them. Not all lower attaining pupils read to an adult every day. This also prevents them from making rapid progress.

Information about this inspection

- Inspectors observed 29 lessons, two of which were joint observations with the head of school who manages the school on a day-to day-basis. Inspectors heard a sample of pupils read from most year groups.
- Inspectors met groups of pupils to discuss their work, examined the school’s data on pupils’ attainment and progress and looked at a range of their work.
- Inspectors held meetings with the executive headteacher, the head of school and other members of staff with senior or middle leadership responsibilities. Inspectors met with representatives of the governing body and the local authority. They also observed the head of school reporting back to teachers on the quality of learning and pupils’ achievement in lessons.
- Inspectors met some parents informally at the start and end of the school day and took into account 51 responses to the on-line Parent View questionnaire.
- Inspectors observed the school’s work and looked at a number of documents, including plans for improvement, teachers’ planning, safeguarding arrangements, behaviour and attendance records, governing body minutes and records of the school leaders’ monitoring of lessons.

Inspection team

Eileen Chadwick, Lead inspector	Additional Inspector
Howard Dodd	Additional Inspector
Clementina Olufunke Aina	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school. The number on roll has risen since the last inspection.
- The very large majority of pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- A below average proportion of pupils is known to be eligible for the pupil premium which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs at school action is above average. The proportion at school action plus or with a statement of special educational needs is also above the national average. These pupils' needs mainly relate to speech, language, literacy and numeracy difficulties, and also to behavioural, emotional and social difficulties.
- The number of pupils who join the school other than at the normal times is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is federated with Bobbing Village Primary School. Both schools are led by an executive headteacher and share the same governing body. In addition, the schools share middle leaders, including those for English, mathematics and the Early Years Foundation Stage.
- The head of school manages Iwade Primary School on a day-to-day basis.
- The school provides daily breakfast and after-school clubs for pupils.
- The school does not use any alternative or off-site provision.

What does the school need to do to improve further?

- Improve pupils' writing at Key Stage 2 by showing pupils how to consistently apply their phonics skills when they spell new words.
- Increase the proportion of outstanding teaching and learning by:
 - making sure that teachers always plan work effectively to build on lower attaining pupils' previous learning and by checking that an adult hears them read every day
 - checking that teaching assistants help lower attaining pupils to take more responsibility for their own learning
 - maximising the time pupils spend developing their reading during guided reading lessons.

Inspection judgements

The achievement of pupils

is good

- Over the last three years standards have improved rapidly from below to above average in reading, writing and mathematics in all years. Girls now attain as well as boys, including in mathematics which was weaker than their English in the past. Over half of the current Year 5 pupils have already attained the standards expected at the end of Year 6 in reading and mathematics.
- Progress has improved markedly since the previous inspection. In the 2012 national tests, the proportion of Year 6 pupils who had made the expected progress from Year 2 was very close to the national figures in reading, writing and mathematics. The proportions making better progress than this compared well with other schools in reading, writing and mathematics.
- On entry to the Early Years Foundation Stage, children's starting points are in line with age-related expectations. Good progress in Reception lifts their standards so they are now above average on entry to Year 1, especially in reading, writing and mathematical development. Children acquire phonics knowledge well through daily phonics lessons. Children make excellent progress in their personal, social and emotional development.
- Good progress continues in the rest of the school. Pupils at Key Stage 1 are often fluent readers and the great majority apply phonics well when reading and writing. At Key Stage 2, pupils are usually avid readers and equally adept at researching information as when reading fiction. However, a few lower attaining pupils do not read to an adult at home or at school every day, which prevents them catching up quickly.
- Pupils learn to write well in a variety of styles using accurate punctuation. However, at Key Stage 2, a minority of middle and lower attaining pupils do not consistently apply their phonics knowledge when spelling, which spoils their writing. In mathematics, much excellent teaching in Years 5 and 6 accelerates pupils' progress.
- The school is vigilant in helping pupils from all backgrounds to do well. Disabled pupils and those who have special educational needs make good progress. Late entrants to the school also do well because they are helped to settle in quickly. There are robust procedures for helping pupils to catch up.
- The school is successfully closing the gap between the standards achieved for pupils known to be eligible for the pupil premium and other pupils. However, this is reducing a little more quickly in mathematics than in English as slightly fewer achieve the standards expected in reading and writing than in mathematics. Progress of pupils known to be eligible for free school meals is monitored carefully and assessment checks show that almost all of them are making good progress in line with other pupils.

The quality of teaching

is good

- Inspection findings confirm the school's checks on teaching – that almost all of it is now typically good across a range of subjects. An increasing proportion of teaching, particularly in Years 5 and 6, is outstanding.
- Excellent relationships and teachers managing behaviour well mean that all classes have a calm and purposeful atmosphere. Teachers plan plenty of opportunities for pupils to work in pairs and small groups. This helps to develop pupils' social and moral skills successfully and lets them share ideas and learn from each other.
- Teachers have good subject knowledge and accurately gauge pupils' understanding which means they plan well. They provide well-structured lessons that build pupils' skills well in each lesson and over time. Teachers make sure that pupils are clear about what is expected of them so they get down to work quickly.
- Teachers usually make good use of the outcomes of their assessment of pupils' attainment to match work to pupils' different abilities. In the best lessons, teachers are extremely skilled in

checking pupils' learning and adjusting work to match individual pupils' needs. For example, in a Year 5 lesson for a higher attaining mathematics set, the teacher quickly set more challenging work for the most-able pupils. These pupils successfully tried out their own methods for multiplying two-and three-digit numbers, including decimals.

- However, on a few occasions the work set for lower attaining pupils is a little hard which slows down their progress. Teaching assistants generally support disabled pupils and those with special educational needs effectively. However, there are a few instances when they do too much for pupils with low standards in literacy and numeracy.
- Teachers' marking and pupils' response to teachers' marking is much more consistent than previously. Pupils' books now show how pupils reflect on their understanding at the end of activities. This is effective in helping them to take responsibility for their own learning.
- Daily guided reading sessions occur in every class. However, activities sometimes encourage pupils to spend more time on writing at the expense of developing better reading skills.

The behaviour and safety of pupils are good

- The strong pastoral care and nurturing atmosphere help pupils to develop good attitudes to school. Their behaviour is good in lessons, in the corridors and during playtime. This means that they enjoy school, which is reflected in their above average attendance.
- Pupils are polite and respectful towards each other and adults. However, on a few occasions their attention wanders when work is not fully matched to their ability and needs, or they talk a little when a teacher is speaking. Lower attaining pupils are too passive because adults do too much for them. The school's records show that behaviour over time is typically good.
- Teachers are skilful at managing pupils, including those with behavioural, emotional and social difficulties. This means that lessons proceed with little interruption. Pupils say that the majority of them behave well and that they are clear about rewards and sanctions for good and inappropriate behaviour.
- Pupils say they feel happy and safe and like coming to school. The very large majority of parents who were spoken to, or who completed the on-line Parent View questionnaire, felt that the school makes sure the pupils are happy at school, kept safe and are well behaved.
- Pupils have a good understanding about what constitutes bullying. They understand why internet safety rules are important. They say that bullying in any form is rare, that they can speak to staff about any concerns that may arise and that these are dealt with swiftly.
- Children in Reception settle very well. They make excellent progress by listening and watching, and in taking responsibility for managing their own learning, for example during purposeful play.
- The broad and rich curriculum successfully gives pupils a sense of wonder in the world around them and contributes to their spiritual, moral, social and cultural development. Regular curriculum events with Bobbing Village Primary School greatly strengthen pupils' social skills and widen their group of friends.
- The breakfast and after-school clubs provide a happy and caring beginning and end to the school day.

The leadership and management are good

- The executive headteacher's leadership and management are excellent. Her relentless focus on raising standards is at the heart of school improvement. She is ably supported by the head of school and the rest of the senior team. Since the last inspection, senior leaders have successfully improved the quality of teaching through rigorous monitoring and effective feedback and support for improving teaching.
- There are well-designed structures and systems for managing this large school. Leaders at all levels are clear about their roles and, together with other staff, governors hold them to account for pupils' performance. The management of teachers' performance is robust and linked to

professional training which focuses on improving the quality of their teaching.

- Effectively-trained middle leaders teach very well, which means they can support other staff helpfully. A few, more recently appointed, middle leaders are still receiving training for checking teaching and improving standards.
- Some year leaders and many subject leaders lead their areas of responsibility across the two schools in the federation. This extends the pool of expertise available to Iwade, strengthens professional development opportunities for staff and promotes the sharing of good practice.
- Accurate self-evaluation and the right priorities are key to the school leaders' good action planning for improvement. Detailed assessment reports help to check that discrimination is tackled so that all pupils have equality of opportunity, including those known to be eligible for the pupil premium. School leaders know how to best use funds to make sure these pupils achieve as well as others.
- The local authority has provided effective support which has helped the school to check the impact of its provision on pupils' progress in different ways. The school is very open to outside evaluation and has acted on recommendations.
- The rich curriculum is broad and well structured. It promotes good links between subjects and contributes well to pupils' spiritual, moral, social and cultural development.
- Arrangements for safeguarding meet statutory requirements. Child protection arrangements are robust and the school takes its responsibility for safety very seriously.
- **The governance of the school:**
 - The governing body, through receiving training, has successfully increased its effectiveness since the last inspection. It has improved its understanding of the progress made by different groups of pupils. Governors regularly visit the school to meet senior leaders to monitor the progress of groups and individual pupils. They are fully aware of the strengths and weaknesses in teaching and are involved in the performance management of teachers and in managing the performance of the executive headteacher. They have ensured that pay progression is linked to staff's performance. Working with senior leaders, governors make sure that the budget and any additional funding, such as the pupil premium, are used well to improve pupils' achievement and life chances.

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	118340
Local authority	Kent
Inspection number	405764

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Denis Batson
Headteacher	Katrina Ware
Date of previous school inspection	20 October 2012
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