

# Wilmington Primary School

Common Lane, Wilmington, Kent, DA2 7DF

## Inspection dates

6–7 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- In Key Stage 2, less able and middle-ability pupils do not make fast enough progress in writing and mathematics.
- The progress of disabled pupils, those with special educational needs and those eligible for the pupil premium is also too slow.
- The quality of teaching in Key Stage 2 is too variable; in some lessons the tasks are not appropriately matched to pupils' abilities, support given to lower attainers is not effective enough, and checks on understanding are not thorough enough.
- Pupils often do not have sufficient guidance or opportunities to improve their work.
- Leaders do not always communicate effectively with parents and carers.
- Monitoring by leaders, including governors, is not always thorough enough, especially the monitoring of the quality of teaching and the progress of less able and middle-ability pupils.

### The school has the following strengths:

- The headteacher is supported well by dedicated teachers and governors.
- There is mostly good teaching in Reception and Key Stage 1.
- More-able pupils make good progress in reading, writing and mathematics.
- Pupils' spiritual, moral, cultural and social development is promoted well through daily assemblies and by a variety of clubs, musical activities and sports.
- Pupils' behaviour is good in lessons and around the school; they show a high level of respect to adults and to their peers; they enjoy school and attend regularly.

## Information about this inspection

- The inspection team observed 13 lessons, of which five were joint observations with the headteacher. The inspection team also spent time in the Early Years Foundation Stage observing the quality of teaching and support that is given to children in the Reception class.
- Meetings were held with the headteacher and deputy headteacher and a telephone call was made to one of the school's external consultants.
- Meetings were held with other senior leaders and staff and with members of the governing body.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the first day of the inspection and by considering the 54 responses to the online questionnaire (Parent View). An extended parental interview was conducted on the first day of the inspection, and there were also discussions with pupils and staff.
- The inspectors selected pupils at random in the dining hall to interview and they also listened to some of them read during afternoon playtime.
- Inspectors examined a number of documents, including the school's own information on pupils' current progress, and planning and monitoring documentation. They looked at attendance figures and pupils' work.

## Inspection team

Janice Williams, Lead inspector

Additional Inspector

David Webster

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- Less than 2% of the pupils are known to be eligible for support through the pupil premium, which provides additional funding for looked after children, those eligible for free school meals and the children of service families. This figure is well below the national average. There are no pupils that are looked after by the local authority or from service families.
- Most of the pupils are White British.
- The proportion of pupils who have special educational needs supported at school action and the proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Wilmington Primary School converted to become an academy school in November 2011. When its predecessor school, Wilmington Primary School, was last inspected by Ofsted, it was judged to be good overall.
- At the time of the inspection, a few Years 5 and 6 pupils were away participating in a Kwik Cricket tournament.

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

- Improve the quality of teaching, especially in Key Stage 2, so that it is consistently good by:
  - providing appropriately challenging activities for all, especially for the less able and middle-ability pupils
  - ensuring that more effective support is provided for less able pupils, including those with special educational needs, so that they become more confident and independent learners
  - using questioning more effectively to check all pupils' understanding so as to deepen their knowledge
  - ensuring that pupils receive sufficient guidance on how to improve together with opportunities to edit and improve their work.
- Accelerate pupils' achievement in writing in particular by:
  - ensuring that writing targets are more specific to pupils' abilities
  - providing more opportunities for pupils to apply their knowledge and skills in other subject areas.
- Accelerate pupils' achievement in mathematics in particular by:
  - checking pupils' understanding more regularly
  - providing more opportunities for pupils to apply their knowledge and skills in other subject areas.
- Strengthen leadership and management at all levels by:
  - ensuring leaders at all levels, including governors, use assessment information more effectively to track and monitor the progress of all pupils
  - ensuring that the monitoring of teaching is more thorough and evaluative
  - improving the quality of information that is given to parents and carers

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because less able and average-ability pupils in Key Stage 2 do not make good progress in writing and mathematics.
- Children enter Reception with skills that are broadly in line with expectations for their age in all areas of learning. They make good progress in reading, writing a range of simple words and forming letters correctly because of the good guidance and support that they receive from their teacher and other supporting adults. By the time they leave Reception, they are confident learners who enter Year 1 with levels of attainment either at or above those expected for their age.
- At the end of Key Stage 1, pupils' attainment is higher than the national average in all subjects and they continue to make good progress in reading, writing and mathematics. However, their attainment in the Year 1 check on the linking of letters and sounds was below the national average.
- Although pupils' attainment is above the national average at the end of Key Stage 2, progress is not fast enough.
- Less able and average-ability pupils in particular do not make enough progress in writing because targets are often not sufficiently clear or specific to pupils' abilities.
- They also do not make enough progress in mathematics because there are not enough checks on their understanding to ensure that tasks and activities always meet individual needs.
- A further barrier to their progress in writing and mathematics is the lack of sufficient opportunities to apply their numeracy knowledge or writing skills in other subject areas.
- The progress made by pupils eligible for the pupil premium, disabled pupils and those with special educational needs is not fast enough. In particular, the guidance given to lower attainers is not effective enough. Some special educational needs pupils who receive extra tuition make good progress in reading but their progress often slows when the reading recovery programme stops.
- In 2012, the very small minority of pupils eligible for free school meals attained over two levels below the other pupils in English and mathematics. The gap is narrowing faster in reading than in writing and mathematics.

### The quality of teaching

### requires improvement

- The quality of teaching varies overall, particularly in Key Stage 2.
- Some teachers do not plan lessons that provide appropriate challenge for the less able and middle-ability pupils and their use of questioning is not always effective in checking pupils' understanding. Pupils are not given enough opportunities to deepen their knowledge by attempting more challenging concepts.
- In some lessons the activities are too advanced for some pupils, while in others, support for the less able pupils is not always effective in guiding them to become more confident and independent learners.
- In mathematics, they sometimes do too many repetitive tasks although they clearly understand the concepts, and in writing targets are not sufficiently closely matched to pupils' ability levels.
- Teaching is better in Reception and Key Stage 1. The blending and decoding of sounds are taught well in Reception. Children are encouraged to write regularly. Activities are well planned and purposeful and questioning is used effectively to motivate children to become more reflective and extend their level of creativity.
- In Key Stage 1, the teaching of literacy and numeracy is often engaging; teachers have high expectations and use stimulating resources to challenge and sustain pupils' interest. Consequently, lessons move at a brisk pace and pupils often make good progress.
- Pupils' books are marked regularly and teachers use praise effectively in feeding back to pupils.

However, the comments in pupils' books do not always provide enough guidance to pupils on how they can extend their knowledge and skills; the lack of opportunities for pupils to edit and improve their work is a further barrier to faster progress.

### **The behaviour and safety of pupils** are good

- Around the school pupils are polite and respectful and in lessons, they have positive attitudes to learning. They listen attentively to teachers, supporting adults and to their peers.
- There is a strong sense of community and pupils are happy at school and they say they are well looked after.
- Pupils enjoy school because of the many clubs and activities that they participate in such as netball, drama, art, Kwik Cricket, squash, gardening and cookery clubs. At the time of the inspection, some Years 5 and 6 pupils entered a Kwik Cricket tournament and achieved second place.
- Pupils behave in a mature manner because of the many roles and responsibilities that they have. Older pupils are monitors and assist younger children at lunchtime in opening food packs and assist in clearing away tables and chairs when they are all finished eating. The older pupils also read to reception children.
- Pupils and a few parents and carers interviewed as well as those who responded to Parent View say that there are few incidences of bullying. The pupils say that these are mostly arguments, especially when older pupils play football with the younger children. They say older pupils were 'banned' from playing football with younger children and this has resolved most of the conflict. They feel confident that the strategies leaders have implemented have been effective and say they feel safe in school.
- The majority of parents and carers who responded to Parent View and those interviewed agreed that their children were happy and settled at the school. One parent or carer described the school as a 'very nurturing environment' and further stated, 'The headteacher knows every pupil, and their needs are carefully considered.' Other parents and carers describe the school as a 'nice social place'.
- Pupils are aware of how to keep themselves safe in different situations and they confidently explained how to use the internet safely.

### **The leadership and management** require improvement

- Leadership and management have not had a sufficiently strong impact on the rate of progress made by all groups of pupils. Assessment information is not used effectively to monitor the progress of all learners, especially the less able and middle-ability pupils.
- The quality of teaching is variable, especially in Key Stage 2, because leaders' monitoring is not sufficiently thorough. Feedback given to teachers is not often evaluative in providing detailed guidance and suggestions for improvement.
- The school's evaluation of its own work is a little overgenerous because leaders have focused mostly on improving the achievement of the more-able pupils; there has not been enough emphasis in leaders' monitoring on the progress made by other groups.
- Teachers' performance is linked to their pay and there are many in-house training sessions that are done by external consultants. There has been a strong focus on improving pupils' blending and decoding of sounds skills and recently there has been more emphasis on improving pupils' spelling, grammar and punctuation, and this has improved the rate of progress in reading. This accelerated progress is less evident across other learning activities.
- Leaders have worked hard to ensure that great care is given to all pupils. As a result, there is an inclusive atmosphere where pupils feel they are treated equally and not discriminated against.
- Leaders work hard to communicate with parents and carers; however, some parents and carers feel that further improvements are needed in how information is circulated to them. The school

is now exploring different options of improving their communication systems.

- The pupil premium funding is used appropriately to provide reading recovery and numbers count support sessions. Despite the positive impact of the funding in helping pupils make faster progress, this accelerated progress is not sustained across other learning activities.
- The curriculum has many interesting topics and good opportunities for pupils to use the Information Communications suite to improve their computer skills. Pupils also take part in many creative and musical activities in the design studio. Consequently their spiritual, moral, cultural and social development is promoted well.
- Daily assemblies enable pupils to be reflective, explore different faiths and visiting speakers discuss many ways of pupils keeping themselves safe. Cultural development and awareness of global citizenship are fostered well through links with Indian and European schools. However, there are not enough opportunities across the curriculum for pupils to practise and extend their writing and numeracy skills.
- **The governance of the school:**
  - Governors are very supportive of the school and play a key role in monitoring the budget and ensuring that there are high-quality resources for pupils. As a result, the school has a well-resourced Information Communications suite, a range of musical instruments, many sports equipment, clubs and activities. Governors have supported developments in the curriculum to widen pupils' experience of other cultures, including those of Japan and China. They are strongly motivated and have attended many training courses. Although they show an understanding of national performance data, they have, along with other school leaders, focused too much on the progress made by higher attainers, without checking carefully enough on the progress made by other groups. They understand the processes for rewarding good teaching through salary progression and tackling underperformance although, like other school leaders, they have not focused enough on the effectiveness of teaching in accelerating the progress of all groups of pupils. They make sure safeguarding requirements are fully met and effective.

## 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

<b>Unique reference number</b>	137663
<b>Local authority</b>	Kent
<b>Inspection number</b>	403709

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>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul James
<b>Headteacher</b>	Duncan Finlayson
<b>Date of previous school inspection</b>	5 June 2008
<b>Telephone number</b>	0132 2274080
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