

Wainscott Primary School

Wainscott Road, Wainscott, Rochester, Kent, ME2 4JY

Inspection dates 17–18 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Over time, standards are too variable, particularly in reading and mathematics. Too few pupils make good progress.
- Work set by teachers is not challenging enough. It does not take enough account of what pupils already know.
- There are too few opportunities for pupils to develop their mathematical skills through investigations and problem solving. The new curriculum for mathematics is not fully embedded into teaching.
- Not enough teaching is consistently good and as a result, pupils' progress is too slow, especially in reading and mathematics.
- The teaching of reading, including phonics (the sounds that letters make), is not good enough. Too few pupils reach the expected standard by the end of Year 1.
- Governors do not challenge leaders well enough. They do not monitor the impact of the pupil premium funds or the sports funding rigorously enough to ensure they are getting good value.
- Checks on how well the school is doing lack rigour. Judgements do not take account of all aspects of the school's work. Lack of clarity for subsequent actions means leaders, other than the headteacher, are not clear about what needs to be done. Their roles and expectations are not clear. This means that they have not yet had a positive impact in their areas.
- Governors, leaders and managers have not ensured that teaching and achievement have remained good although they are now improving.
- Gaps between the achievement of disadvantaged pupils, their peers and all pupils nationally vary across the year groups and over time. In 2014, the gap for pupils at the end of Year 6 closed in reading and writing but widened in mathematics.

The school has the following strengths:

- The new headteacher, supported by the Chair of the Governing Body, has taken swift action to tackle weaknesses. Teaching is showing signs of improvement and progress for pupils is accelerating.
- Training provided for teaching assistants enables them to play an increasingly important role in supporting pupils' learning and development.
- Pupils feel safe and secure. They behave well and display good manners at all times. They enjoy coming to school and attendance is above average.
- Parents and carers are happy with the school. They appreciate the improvements in the way the school communicates with them.
- Children in the Nursery and Reception classes enjoy learning in an engaging setting. Good teaching is leading to improved achievement.

Information about this inspection

- Inspectors observed learning in all classes. They saw 13 lessons or part lessons. Four of these were observed jointly with the headteacher. Inspectors also observed some small-group sessions, an assembly and listened to pupils read.
- Inspectors checked the quality of work in pupils’ books to assess their progress.
- Meetings were held with pupils, the headteacher, staff with leadership responsibilities and a representative from the local authority. A meeting was also held with the Chair of the Governing Body and the governor with responsibility for safeguarding.
- Inspectors took account of the 42 responses to the online questionnaire for parents and carers, Parent View. They also spoke to parents and carers informally at the start and end of the school day. Inspectors analysed the 16 responses to the staff questionnaire.
- Inspectors examined school documents relating to safeguarding, child protection, behaviour and attendance. They also looked at the school’s own evaluation of its work, plans for improvement, information about pupils’ achievement and the monitoring of teaching and learning.

Inspection team

Penny Spencer, Lead inspector	Additional Inspector
Roger Easthope	Additional Inspector
Doug Stroud	Additional Inspector

Full report

Information about this school

- The school is similar in size to the average-sized primary school. It is growing annually into a two-form entry school. Currently there is a Nursery class, two Reception and Year 1 classes, one class in Years 2, 3, 4, 5 and 6, plus a mixed class of pupils in Years 4 and 5.
- Children attend part time in the Nursery and full time in the Reception classes.
- Most pupils are White British and speak English as their first language. The proportion of pupils from a variety of ethnic minorities is increasing, but remains small.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. The government provides these additional funds for disadvantaged pupils.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school moved into a new building in January 2014.
- The current headteacher took up his post in January 2015, following the retirement of the previous headteacher. Several middle leaders were appointed at the same time.

What does the school need to do to improve further?

- Improve teaching and achievement so they are consistently good or better, by making sure that:
 - teachers plan work that is hard enough for pupils and offers them enough challenge to rapidly improve
 - there are more opportunities for pupils to practise their skills in mathematics through investigations and problem solving
 - phonics is taught more effectively and pupils, especially at the early stages of reading, are offered books that engage their interests and increase their enjoyment of reading.
- Increase the impact of school leaders on improving teaching and raising achievement by:
 - making sure that the school's plans for improvement are precise and set out what needs to be done
 - ensuring targets and the steps towards these are clear and easily measurable so that other leaders and governors know about the impact on pupils' achievement
 - giving newly appointed leaders suitable guidance and training so they can drive forward improvements and effectively support senior leaders to improve standards
 - making sure that teachers are clear about their next steps for improvement and their training is effective in improving their performance
 - ensuring there is a clear link between teaching performance, pupils' progress and pay
 - developing the skills of the governing body to challenge school leaders more rigorously, particularly with regard to the difference pupil premium funding and the sports funding are making.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leadership and management are not good because the quality of teaching is not consistently good and the school's performance has been too variable since the previous inspection. Challenge offered by the governing body is not robust enough and does not lead to sustained improvements.
- However, the newly appointed headteacher has begun to make a difference. Teaching, although not yet good, is improving and pupils are making faster progress.
- Teachers appreciate the advice they have received on the quality of their teaching. However, they are unclear about how to improve because their next steps are not defined precisely. They do not know what training is organised or have timescales for improvement.
- Leadership in the early years is good. Teaching has improved because of effective monitoring and children's progress is improving steadily.
- The headteacher and the Chair of the Governing Body are very aware of the school's key strengths and weaknesses. The school development plan focuses on the correct priorities but does not have clear measurable outcomes. Consequently, governors cannot judge if actions have been effective.
- Recently appointed subject and phase leaders are very enthusiastic and keen to bring about improvements. However, they lack the training and skills to assess the impact of teaching on pupils' progress. They are not clear about their role or what is expected of them.
- There is a system for checking the performance of individual teachers. However, it is not yet closely linked to pupils' achievement or appropriate training. The new headteacher is tackling this aspect of leadership rapidly to ensure it is rigorous and appropriate.
- Pupils enjoy a wide-ranging curriculum that often inspires their interests. However, work does not always challenge pupils enough in their learning. Opportunities for pupils to practise their skills in writing, reading or mathematics are not embedded into the wider curriculum.
- The spiritual, moral, social and cultural aspects of learning provide pupils with a range of experiences of different faiths and cultures. The school is developing its curriculum well to embrace more opportunities for pupils to understand how they fit into a multicultural society and understand the law and justice systems to effectively prepare them for life in modern Britain. For example, Year 6 pupils are taking part in a mock trial at the local magistrate's court, which will involve them in debate, reasoning and decision-making.
- The school fosters good relations and places a great deal of importance on tackling discrimination and providing equality of opportunity. Opportunities for pupils who have fallen behind are increasing and checks on their progress are improving. As a result, progress is accelerating for all groups, although it is yet to have a consistent impact on standards.
- The pupil premium funds are used in part to fund specific members of staff for reading development and one-to-one support. However, the impact of this spend is not evaluated sufficiently to assess the impact it is having on pupils in all classes or key stages.
- Primary sports funding is having some effect on improving pupils' participation in sport by providing a wide range of different clubs, including netball, football, athletics and table tennis. The school has a long history of sporting achievements against local schools. However, after considerable investment, the trim trail in the school grounds is underused and therefore not having a positive impact on improving pupils' well-being. The school has not yet evaluated the impact of this funding.
- Parents and staff are positive about the leadership of the school. They recognise and appreciate the changes that have been put in place by the new headteacher.
- The local authority provided 'light touch' support because of the school's previous good performance. It was hampered in its efforts to support the school following the poorer results in 2014 because of the instability in school leadership prior to January 2015. The local authority is now offering increased and appropriate support to the new headteacher in order for the school to regain this level quickly.
- Safeguarding procedures meet statutory requirements and are effective.

■ The governance of the school:

The Chair of the Governing Body has a good understanding of the school's strengths and weaknesses. The governing body, whose members have varying degrees of experience, support him. Following an audit of their skills, new governors are being sought to strengthen their effectiveness. A reconstitution of the governing body is underway but has yet to be ratified and implemented. As a result, checks on pupils' progress and teaching quality have not happened as planned. Recent improvements put in place by the headteacher have not been evaluated to ensure they are having a positive impact. Most governors understand the information they receive about pupils' progress and the achievement of disadvantaged

pupils, especially at the end of Year 6. However, they have not checked precisely enough how these funds are being used to support all such pupils in the school. They know how the sports funding is spent but are unsure of the impact on pupils' well-being and health. They understand that teachers' pay is linked to their performance and that good teaching should be rewarded. However, they believe teaching is better than it is and over time have not challenged decisions sufficiently. They know where support has been provided to improve teaching. Safeguarding procedures are checked regularly and thoroughly. Safer recruitment training is put into practice effectively, as reflected in the recruitment process underway for a new deputy headteacher. Although governors know what needs to be done, they do not provide sufficient challenge to the school to rapidly drive forward improvements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils want to learn and try to do their best. They are very polite and well-mannered at all times.
- Pupils work together well and share resources and equipment sensibly during lessons. They offer support to their friends if they are stuck.
- Pupils generally have good attitudes to learning but occasionally if lessons are not pitched correctly or if they are unsure what to do, they lose some of their enthusiasm and become less interested. As a result, behaviour is not outstanding.
- Pupils enjoy coming to school. They value the friends they make and speak respectfully of all staff. They welcome responsibility as play leaders and as buddy readers to the younger pupils. These positive attitudes are reflected in their above average attendance.
- Members of the school council and those involved in sporting teams are proud to represent the school. They take their responsibilities very seriously.
- Most parents who spoke to inspectors, or responded to Parent View, agree that behaviour is good.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say there is nowhere in the school they feel unsafe. Parents agree that the school looks after their children well.
- Pupils know how to keep themselves safe. For example, they are aware of the potential dangers of the internet and could explain how sites are blocked to ensure they do not have access to unsuitable information. Frequent lessons and events support their understanding of this aspect of safety.
- Pupils are clear that bullying is not an issue. They have complete confidence in staff to sort out any potential problems. In the past, the recording of any incidents of bullying or poor behaviour have not been comprehensive. The new headteacher is ensuring that records are now being kept where necessary.
- Pupils are taught to keep safe when out and about in the local area. The relevant member of staff ensures pupils keep safe on school trips off the premises by thoroughly checking risk assessments.
- The governor with responsibility for safeguarding is diligent at checking safeguarding procedures to ensure they are up-to-date.

The quality of teaching requires improvement

- Teaching requires improvement because not enough is good or better.
- Teachers do not make enough use of the assessment information about pupils when they plan learning or teach lessons. As a result, the work often lacks challenge and pupils do not achieve their full capabilities.
- Teachers generally have good subject knowledge but they do not always challenge pupils enough, so pupils do not always get enough opportunity to deepen their understanding of a subject.
- The teaching of mathematics is improving but opportunities for pupils to develop their skills by undertaking investigations or solving problems are too few. Pupils often have to work their way through a long series of calculations before they can apply their skills in other situations.
- The teaching of phonics is more systematic than in the past. Pupils who read to inspectors were able to use their skills to help them sound out unfamiliar words. However, the books the children are given are not challenging enough. Some do not have sufficient content to allow pupils to use these skills but are repetitive and uninteresting. The more able pupils were not enthusiastic readers and rarely read at home. Older pupils, especially the more able, are more enthusiastic but this not the case for less able pupils. The

school provides too few opportunities for pupils to read independently or develop a love of reading.

- The teaching of writing is not consistently good across the year groups. Pupils are not always given clear instructions about the style of writing they are practising. As a result, progress is too slow for those pupils. Where teaching is at its best, there are ample opportunities for pupils to write in a range of subjects and instructions are clear.
- Teaching assistants are deployed well. Specific training is developing their skills and confidence to support pupils effectively. As a result, their progress is improving.
- Teaching in the early years is good. Assessment information is used accurately to plan challenging activities that engage pupils and move them forward in their learning.

The achievement of pupils

requires improvement

- Achievement is variable over time. A significant rise in progress and standards in 2013 has not been maintained. In 2014, progress slowed and standards dropped.
- In 2014, standards at the end of Year 2 were broadly average, although lower in writing. At the end of Year 6, standards in reading and mathematics were below average while writing was above.
- Too few pupils make good progress from their starting points in any subject. Current assessment information and work in pupils' books show that progress is accelerating, especially in Years 2, 5 and 6. More pupils are on track to make good progress and achieve their targets.
- The most able pupils do not always achieve their full potential. However, their progress is accelerating in line with others. Evidence in books, especially in Year 2, shows more pupils confidently working at the higher levels.
- In 2014, the results of the Year 1 phonics screening check were below average. Although phonics is being taught more systematically, current predictions do not demonstrate this is having sufficient impact in raising the number of pupils expected to reach the standard in the current year.
- Disadvantaged pupils make variable progress from their starting points and numbers within each year group are small. In 2014, these pupils achieved better than their peers in the school in reading, writing and mathematics. Compared to all pupils nationally, they were approximately two terms behind in mathematics, broadly in line in reading and just under one term in writing. The gap has closed in reading and writing but widened in mathematics.
- Disabled pupils and those who have special educational needs are now making better progress because their needs are being accurately assessed. They are benefiting from the support of the teaching assistants.

The early years provision

is good

- New premises, resources and leadership contribute towards the children's positive introduction to school and learning in the early years. They join the Nursery with skills at levels below those typical for their age, especially in the area of communication. A broad range of indoor and outdoor activities captures their interest and staff ensure they are well looked after. As a result, they make increasingly good progress.
- Children who join the Reception classes come from a variety of different settings, including the school's Nursery class. Children who come from other settings join with broadly typical skills and knowledge, although there is an increasing proportion with less developed social and literacy skills. Clear systems and routines allow children to settle in well and become increasingly independent.
- Leadership is good and provides clear direction to teachers and assistants. As a result, teaching has improved and achievement is increasing. They work well as a team and enjoy their work.
- The good teaching is well planned and underpinned by thorough and accurate assessment of children's needs. Teachers are good at intervening in children's play to ask pertinent questions that move learning forward.
- The proportion of children reaching a good level of development is increasing it was below the national average in 2014. Current assessment information indicates this will be improved in 2015 to at least national averages.
- Resources across the early years are plentiful and of high quality. As a result, children look after them well and use them sensibly. Children were observed treating books with care and tidying up carefully to ensure objects were not left lying around.
- The classroom is vibrant and displays celebrate children's achievement and provide good models of writing

and number work.

- Children in both the Nursery and Reception classes have many opportunities to develop their literacy and number skills. Activities encourage children to record their work and solve mathematical problems. Children were observed in the role-play area creating invitations for a party, while checking things off a list. Others were subtracting numbers and independently choosing the right apparatus to help them succeed.
- Children feel safe because relationships are warm and friendly. Children behave well, work well together and help each other out. Children creating models from junk material were observed carefully holding things together for a friend to add sticky tape or glue and finding the right bit of coloured paper to add decoration.
- The early years area is safe and secure and staff are thoroughly trained to ensure children are kept safe from harm. Parents and carers play an integral part in their children's learning and are confident in the way their children are looked after. Their contributions to their children's learning are impressive.
- Children are well prepared to move into Year 1.

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	118325
Local authority	Medway
Inspection number	461938

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	309
Appropriate authority	The governing body
Chair	Peter Casselton
Headteacher	Hugh Greenwood
Date of previous school inspection	22–23 March 2012
Telephone number	01634 717301
Email address	greh192@medwaymail.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 and 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.

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

