

Hoo St Werburgh Primary School and Marlborough Centre

Pottery Road, Hoo St Werburgh, Rochester ME3 9BS

Inspection dates	13–14 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This is a rapidly improving school. Since the last inspection, the school has gone from strength to strength. As a result, the progress that pupils make and the standards that they reach in reading, writing and mathematics have improved by the time they leave at the end of Year 6.
- Leaders have worked effectively to improve the quality of teaching, which is now typically good.
- The quality of provision in the early years is good. Children make good progress and are ready for learning in Year 1.
- Pupils' outcomes are good. From starting points which are below those that are typical for their age, pupils make good progress.
- The leadership of the specialist resourced provision, the Marlborough Centre, is excellent and demonstrates that the school promotes equality of opportunity.
- Pupils are polite and keen to talk about the part they play in the school. They are clear about British values such as tolerance and respect.
- School leaders provide determined leadership. Most have an accurate view of the school's performance and know precisely what needs to be done to move the school forward.
- Governors challenge and support leaders effectively. They know the school well, and check the actions taken to bring improvements in the quality of teaching, assessment and pupils' learning.
- Pupils' spiritual, moral, social and cultural development is promoted strongly. This ensures that their personal development, behaviour and welfare are developed to good levels.
- Pupils feel safe because adults provide effective guidance and support.
- Published information, that averages achievement across the mainstream classes and the specialist resourced provision, does not reflect the good and better progress made by all pupils in the school.

It is not yet an outstanding school because

- Not all middle leaders are confident in identifying areas to tackle and in which to improve the quality of teaching further in their area of responsibility.
- Although pupils' learning and progress are good, there is not always enough challenge to ensure that pupils, particularly the most able, work at the highest level they can.

Full report

What does the school need to do to improve further?

- Make sure that teaching throughout the school provides sufficient challenge to enable pupils, particularly the most able, to learn as rapidly as they can.
- Ensure that middle leaders develop their roles so that they all play a full part in improving teaching and learning in the areas for which they are responsible.

Inspection judgements

Effectiveness of leadership and management is good

- The interim executive headteacher, his senior team and the governing body work closely in promoting their shared vision for the school. They have been effective in remedying the weaknesses identified by the school's last inspection and uniting the staff in support of their drive for improvement.
- Leaders have led improvements in the quality of teaching. Joint observations during this inspection with senior leaders showed that their judgements are accurate and their guidance to teachers focuses on ways in which they can improve their methods. The school's self-evaluation shows that leaders have accurately identified the areas requiring development. Staff are overwhelmingly supportive of the drive for improvement.
- The quality of teaching, learning and assessment has improved because leaders, supported by governors, hold staff to account for pupils' achievement. Routines to check on performance are now robust and hold all teachers and support staff to account. Well-chosen staff training has enabled leaders to improve the quality of teaching and learning.
- There have been a number of changes in leadership roles. Senior leaders are well established in the school. Others, such as subject leaders and other middle leaders who have been more recently appointed, are keen to improve the areas for which they are responsible. They are not as yet wholly involved or effective in identifying ways that teaching can be improved to the very best levels.
- The leadership of the specialist resourced provision is excellent. Leaders have monitored pupils' progress carefully to spot areas that need tackling, which ensures that all pupils in the centre make good progress. One parent said, 'My child has flourished since beginning at the Marlborough Unit'.
- Relationships between staff, pupils and parents are extremely positive. There is a clear commitment to ensuring that everyone is treated equally and that there is no discrimination. All pupils, whatever their ability or background, are encouraged to take a full part in all the school's activities.
- The curriculum is broad and balanced; it supports good learning well. The revised curriculum ensures basic skills are taught thoroughly, while also ensuring good levels of personal development. The art work in the 'creative corridor' illustrates the range of learning that pupils experience and celebrates the importance placed on valuing cultural diversity.
- Pupils' spiritual, moral and cultural development is good. An extensive range of educational visits and visitors to the school enrich their experiences. They take part in elections for the school council and learn about democracy. Pupils become aware of different faiths through studying a range of cultures and festivals. Different national flags hung in the hall highlight the various heritages of pupils in the school. Pupils develop a good understanding of tolerance, respect and British values. The school prepares them well for life in modern Britain.
- The school uses pupil premium funding effectively (this is additional funding to support pupils entitled to free school meals and those who are looked after). The careful monitoring of the progress of disadvantaged pupils shows that overall, the funding is having a positive impact on pupils' rates of progress.
- The school uses primary physical education and sports funding effectively. Leaders use the funding to support staff training and for professional coaching for pupils. Pupils talk enthusiastically about the variety of sport on offer at the school. For example, pupils said they enjoy learning tri-golf, basketball and cricket.
- The school has a good relationship with the local authority and has benefited from well-targeted challenge and support. This has been particularly useful in helping to improve the quality of teaching.

■ The governance of the school

- Governors are effective. They provide good levels of support and challenge, which are proving effective in helping the school improve, despite changes in staff. They know how teaching is developed and how good it is. They are fully aware of the management of teachers' performance and how this helps to not only reward good teaching but also to eradicate weaknesses in relation to pupils' progress.
- Governors check school-based information on pupils' progress and understand how well the school performs compared with others, both locally and nationally. Systems for checking the school's budget are strong, including the monitoring of pupil premium spending. This enables governors to hold the school to account and decide whether it is making enough difference to pupils' achievement.

- The arrangements for safeguarding are effective. Rigorous and robust systems are in place in all areas of safeguarding, and all staff understand them. Regular and appropriate training for staff is undertaken and is up to date. Risk assessments are completed for all activities and areas around the school site and when pupils go on trips. There are very effective relationships with other agencies to ensure that pupils are safe and their welfare needs are met. The school sensitively handles relationships with parents and families that may need extra support and advice at times. Parents who responded during the inspection agreed that the school keeps pupils safe.

Quality of teaching, learning and assessment is good

- School monitoring records and inspection evidence show that senior leaders' rigorous monitoring and well-planned professional development have improved the quality of teaching since the last inspection.
- Work seen in pupils' books, records kept by class teachers and senior leaders, and evidence gathered by inspectors demonstrates that the quality of teaching has improved over time.
- Teachers use an effective range of ways to challenge the thinking of most pupils. Pupils respond eagerly during discussions and are keen to express and share their ideas. Teaching is not yet outstanding over time because there is sometimes too little challenge for pupils, particularly for the most able, so they do not forge ahead as quickly as they could.
- The school teaches reading effectively. Improvements in the teaching of phonics (the sounds that letters and combinations of letters make) help ensure that pupils develop key reading skills quickly. The school promotes pupils' enjoyment of reading well.
- Teachers expect pupils to participate fully in all activities and share their learning. For example, pupils in a Year 4 English class were learning how to use descriptive language effectively; after sharing their ideas in groups, they wrote detailed descriptions that included a range of complex adjectives.
- Teachers' questioning is effective in helping pupils learn in different ways. For example, in a Year 1 mathematics lesson, the teacher's skilful questions helped pupils to think about how to work out worded problems. Pupils were then encouraged to apply their knowledge of addition and subtraction to solve complex problems, which they enjoyed.
- Teachers provide useful feedback to pupils about their work. Teachers' comments offer guidance that is specific to individual pupils, so they know what they need to do to improve. Pupils' responses show that they act well on teachers' advice.
- Teaching assistants communicate closely with teachers and provide good support and guidance for pupils. Disadvantaged pupils, disabled pupils and those who have special educational needs are carefully nurtured and teachers closely match activities to their needs.
- Teaching in the Marlborough Centre is good over time. Classrooms are managed well. Teachers organise groups calmly and efficiently. Support assistants, some of whom are trained to a higher level, provide excellent support. They confidently teach small groups and the pupils value the help they receive.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The majority of parents who responded to Parent View confirmed that they felt their children were happy and safe in the school.
- The school motto of 'courage, confidence, respect and belonging' is lived out in practice. Pupils are proud of their school and enjoy collaborating with each other to develop their thoughts and opinions.
- Pupils know how to keep safe in different situations and they say there is very little bullying. They feel very well supported at the school and are confident that problems get resolved quickly. They know the importance of being vigilant when using the internet and are able to talk sensibly about combating cyber-bullying. The school puts in place a number of initiatives to help pupils manage risk and keep themselves safe. For example, pupils learn about water safety and how to ride a bicycle.
- Inspectors viewed a wide range of evidence which shows that bullying and racist incidents are rare. Pupils who spoke with inspectors confirmed that this was the case.

- Pupils in Year 6 train as school ambassadors, a position of responsibility that they enjoy. These ambassadors work successfully with other pupils, providing them with pupil-to-pupil support in finding ways of sorting out playground disputes, and behaviour records show a reduction in the number of incidents occurring.
- All pupils feel valued and equality of opportunity is clearly established in the culture of the school. Pupils are very confident when they mix with other pupils and adults. Pupils play together enthusiastically and they help and support one another, supporting their good progress.
- Discussions with staff who support pupils with additional needs show that the school has effective links with external agencies and is very active in supporting children and families who need additional help.
- Leaders ensure that all staff have regular safeguarding training. As a result, staff know how to keep pupils safe from harm. One pupil said, 'They really care about your learning, and your health and safety'.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well around the school. Pupils know that their actions have consequences, and understand the school's 'good to be green' system of managing behaviour and say it is fair.
- Most pupils behave well in lessons, and teachers use these positive attitudes to help drive progress in their learning. On very rare occasions, such as where the teacher has not pitched the learning at the right level for some pupils, a few lose concentration and become chatty or fidgety.
- Pupils enjoy going to school, with one pupil saying the school is 'friendly, understanding and amazing'. Attendance is in line with national averages and is improving. The school monitors attendance and promotes the need for high attendance successfully to parents.
- The rate of pupil exclusion is low. The school's records show clearly why exclusion has very occasionally been used, in line with the school's behaviour policy.

Outcomes for pupils

are good

- Outcomes for pupils have improved to a good level since the last inspection.
- The Marlborough Centre is a specialist resourced provision for pupils with autistic spectrum disorder. Highly skilled adults provide effective support in groups and on a one-to-one basis. Typically, pupils have much lower starting points than those within the main school. Nonetheless, the pupils within this provision make at least good and often strong progress from their individual starting points. For example, in a mathematics lesson within the provision, a group of Years 5 and 6 pupils made good progress when successfully converting fractions into decimals. Carefully planned work helped to deepen their understanding of percentages. In a class for pupils in Years 3 and 4, pupils were writing a recount text and were highly motivated to develop their writing skills. Skilled teaching assistants asked searching questions to ensure that all pupils made at least strong progress.
- In the mainstream classes, children join the Reception Year with skills below those typical for their age. A good level of challenge ensures that they make good progress in the early years provision. By the end of the Reception Year, the percentage of children who achieve a good level of development is above average.
- Pupils in Years 1 and 2 make good progress. Improvements in the teaching of phonics have led to an increase in the number reaching the expected standards in Year 1. In the 2015 phonics checks, pupils' attainment in Year 1 was above average and much better than their average attainment in 2013. Consequently, more pupils in the main school reach higher levels in reading in the current Year 2.
- At the end of Key Stage 1 in 2015, the proportion of pupils in the main school who achieved the expected level for mathematics, reading and writing was in line with national figures. The proportion of pupils achieving the higher Level 3 has improved since the previous inspection.
- At the end of Key Stage 2 in 2015, the proportions of pupils in the main school who achieved the expected level in reading and writing were in line with national figures, although mathematics attainment fell below. Middle leaders recognise that there is more to be done to boost pupils' progress in mathematics.
- Scrutiny of pupils' work completed since September 2015 and observations of teaching indicate that pupils in Key Stage 2 are making good progress.

- Disabled pupils and those who have special educational needs benefit from good teaching and achieve well. Teachers work closely with teaching assistants to make sure that these pupils benefit from all the activities provided for them. These activities are specifically adapted to their different needs, when appropriate.
- The most-able pupils generally make good progress in both key stages. The school recognises that some pupils could do even better in mathematics and has identified this is an area for improvement. Senior leaders are conducting monitoring and assessment of these pupils. The current predictions indicate that the majority will achieve the higher levels.
- The performance of disadvantaged pupils in reading, writing and mathematics in the 2015 national tests indicated that they were just less than four and a half terms behind other pupils nationally. The results also showed that they were just under one and half terms behind other pupils in the school. Current checks on the progress of these pupils show that these gaps are closing quickly. This shows the school's success in narrowing significantly the gaps between the attainment of disadvantaged pupils and their peers, both in the school and nationally.

Early years provision

is good

- The early years provision is well led and managed by an enthusiastic leader. The setting provides a stimulating environment where children can learn and thrive. A wide range of exciting indoor and outdoor learning activities are well planned and provided.
- Children make good progress from their starting points and achieve a good level of development by the end of the Reception Year. Teachers plan learning that interests children and systematically promotes basic skills. Children are well prepared for Year 1.
- Teaching is good. Staff assess children's progress regularly and their learning journals show evidence of the good progress made by children of all abilities.
- Adults work well together as a team, planning activities that stimulate the children's curiosity and help them learn well. For example, children were in the 'mud kitchen' digging for numbers and objects. They were encouraged to develop their mathematical understanding of addition and subtraction. The children work happily in groups, sharing resources and ideas, which helps them to develop their personal and social skills well.
- Children's behaviour is good. They settle quickly into their daily routines and form excellent relationships with adults and each other. They are polite to adults and work well together. Staff have created a caring and positive environment where children feel secure and able to engage in their learning.
- Adults explain things clearly and question children well in order to encourage them to think more deeply.
- Safeguarding arrangements for the early years are effective.

School details

Unique reference number	118327
Local authority	Medway
Inspection number	10002339

This inspection 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	489
Appropriate authority	The governing body
Chair	Ian Chappell
Headteacher	Frank Eagles
Telephone number	01634 338040
Website	www.hoo-st-werburgh.medway.sch.uk
Email address	office@hoo-st-werburgh.medway.sch.uk
Date of previous inspection	10–11 October 2013

Information about this school

- This school is larger than the average-sized primary school.
- The school has specially resourced provision for pupils with special educational needs, the Marlborough Centre, which is a resourced provision for pupils with autistic spectrum disorder. The specialist resourced provision and the mainstream classes are each led by heads of school under the overall direction of an executive headteacher. At present, 65 pupils attend the specialist resourced provision from Reception to Year 6. All have a statement of special educational needs and many have increasingly complex needs.
- Typically, pupils in the specialist resourced provision have much lower starting points than other pupils and their expected rate of progress differs from those in the mainstream classes. However, due to the specialist resourced provision being registered with the mainstream classes as a single school establishment, the attainment and progress of pupils in the specialist resourced provision are aggregated with that of pupils in the mainstream school. As a result, published information shows that, in 2015, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6 in mainstream primary schools.
- The large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to those pupils known to be eligible for free school meals and children who are looked after by the local authority) is average.
- Children in the early years attend full-time provision in the Reception.
- There have been extensive staff changes since the last inspection.

Information about this inspection

- Inspectors observed learning in 41 lessons, 20 of which were joint observations with the interim executive headteacher, head of school and head of the Marlborough Centre.
- The inspectors observed the school's work. They looked at a wide range of documentation, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance and pupils' work in books.
- Meetings were held with school staff, members of the governing body, parents and carers.
- Discussions took place with several groups of pupils, as well as informal conversations with other pupils during lessons and at breaktimes. Inspectors listened to pupils read and talked to them about the books they enjoy.
- Inspectors took into consideration 36 responses to the staff questionnaire.
- Inspectors took account of 28 responses from parents to the Ofsted online questionnaire, Parent View, and one phone call by a parent.

Inspection team

David Harris, lead inspector	Ofsted Inspector
Rosemary Keen	Ofsted Inspector
Lynn Lawrence	Ofsted Inspector
Teresa Davies	Ofsted Inspector

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