

# Wainscott Primary School

Wainscott Road, Wainscott, Rochester, Kent ME2 4JX

## Inspection dates

26–27 March 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Senior leaders and governors have not created a strong enough culture or put in place rigorous enough systems to ensure that pupils are kept safe. For example, checks on newly appointed staff are not completed in a timely manner. Consequently, safeguarding is ineffective, including in the early years.
- Leaders and governors have not made sure that every member of staff receives training in child protection, including in extremism and radicalisation. Consequently, some members of staff do not report their concerns about risks to pupils' physical and emotional well-being.
- Leadership arrangements for special educational needs and/or disabilities (SEND) do not meet statutory requirements. Leadership of provision for pupils with SEND and disadvantaged pupils lacks precision. As a result, some of these pupils do not make consistently strong progress.
- The most able pupils, including the most able disadvantaged pupils, do not receive consistent levels of challenge in mathematics.
- Over time, the governing body has been ineffective. Governors do not have the necessary knowledge and understanding to challenge school leaders about the inadequate safeguarding arrangements at the school. They do not hold leaders sharply enough to account for the provision for pupils with SEND and disadvantaged pupils.

### The school has the following strengths

- Senior and middle leaders are effective in improving the quality of teaching and learning in many areas of the curriculum. As a result, pupils enjoy learning and most achieve well in a range of subjects.
- Pupils' behaviour is good. They are kind, welcoming and supportive of other pupils.
- Teaching and learning in Reception and Nursery are strong. Children develop knowledge and skills through well-structured activities.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Urgently make sure that the safeguarding of pupils is effective by:
  - ensuring that checks on newly appointed staff are completed and recorded on the single central record in a timely manner
  - checking the single central record regularly so that it is compliant with statutory requirements
  - making sure that staff report all safeguarding concerns swiftly and appropriately
  - ensuring that all information regarding pupils at risk is recorded appropriately and that chronologies are complete
  - updating the published safeguarding policy so that it fully meets statutory requirements
  - undertaking an external safeguarding audit to inform governors of what is required
  - providing all staff with appropriate training in child protection, including involving radicalisation and extremism.
- Eradicate the inadequacies in leadership and governance by ensuring that:
  - the special educational needs coordinator (SENCo) meets all the qualification requirements outlined in the Code of Practice
  - all those involved in leadership are aware of their statutory duties to safeguard pupils
  - teachers understand their statutory duties regarding safeguarding
  - support for pupils with SEND and disadvantaged pupils is strengthened so that they make consistently good progress from their different starting points.
- Develop the support and challenge in mathematics for the most able pupils, including the most able disadvantaged pupils, so that they make strong progress to achieve the standards they should.

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

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and governors have not established effective systems to safeguard pupils. Some members of staff do not know how to promote the physical and emotional well-being of pupils. Leaders and governors do not ensure that the necessary checks on new members of staff are completed and recorded in a timely fashion. Additionally, leaders have not established systematic approaches to managing information about risks to pupils' physical and emotional well-being.
- Although the school has plans to strengthen the leadership of pupils with SEND after Easter 2019, current provision is not well enough led. Leaders and governors do not systematically review the progress of pupils with SEND and the progress of disadvantaged pupils. Support for these pupils is not tailored fully to their needs to ensure that they make consistently good progress.
- Leadership of English is a strength of the school. Through studying high-quality texts, such as 'The Wind in the Willows' by Kenneth Grahame, pupils develop a strong understanding of how language shapes characters and themes. Additionally, pupils apply their understanding of how authors use language to their own writing. As a result, pupils in all year groups write with sophistication and awareness of audience, purpose and text type.
- Although leadership of mathematics is relatively new, leaders have worked hard to embed a greater focus on fluency and reasoning across the mathematics curriculum. Through staff training, leaders have supported staff to extend pupils' evaluations of different approaches to mathematical problems. Consequently, pupils are confident and assured in their application of different mathematical approaches. However, leaders are aware that the most able pupils, including the most able disadvantaged pupils, are not always challenged as much as they could be.
- The design of the curriculum is innovative, creative and challenging. Pupils are very enthusiastic about the breadth of content they cover. For example, pupils study sculpture, three-dimensional drawing and model-making in art. Pupils experience an enriched curriculum through frequent visits from authors, illustrators and historians. For example, Year 4 pupils recently spent a day studying Roman history with a specialist history group. Such experiences enrich pupils' learning.
- Dynamic leadership of teaching and learning has resulted in strong provision in all year groups. The introduction of phase leaders to support the development of teaching and learning has resulted in effective collaboration and sharing of good practice.
- Leaders promote pupils' spiritual, moral, social and cultural development well. For example, pupils in all year groups gain an understanding of different faiths and learn to reflect on their own views of the world.

## **Governance of the school**

- The governing body does not have a sharp enough understanding of the issues regarding the safeguarding arrangements at the school. As a result, governors do not provide sufficient challenge to leaders on the effectiveness of safeguarding.
- Governors do not hold leaders stringently to account for the expenditure of additional funding for disadvantaged pupils and pupils with SEND. They do not question the impact of this funding in enough detail. However, governors have effective oversight of the quality of teaching and learning.
- Governors have not ensured that an appropriately qualified SENCo is in place to promote the educational achievements of pupils with SEND.
- Governors are passionate and committed to improving the life chances of pupils at the school. They visit the school regularly and gather some useful first-hand information about the impact of leaders' actions to improve teaching and learning. However, school leaders have failed to articulate clearly their plans for school improvement. As a result, governors do not have access to the full range of information they need to hold leaders to account for the impact of their actions.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- The school's safeguarding arrangements are not organised well enough. Leaders of safeguarding have not ensured that information about potential risks to pupils is recorded or referred systematically.
- Leaders do not ensure that records of checks on staff recruitment are up to date, and that all appropriate checks are completed on staff prior to their employment at the school.
- Leaders have not prioritised staff training in child protection, and extremism and radicalisation. Consequently, some staff have not received any training and are not familiar with the school's safeguarding systems and processes or with potential safeguarding risks.
- Leaders and governors have not ensured that the school's safeguarding policy is up to date and shows how any risks faced by pupils are managed.
- The family support worker provides effective help for some vulnerable pupils and their families.
- Pupils know how to keep safe when online and the reasons for doing so. Pupils told inspectors that they knew what to do if they were contacted by a stranger online. The leadership team has also run e-safety sessions and provided printed guidance for parents and carers.

## **Quality of teaching, learning and assessment**

**Good**

- Pupils are enthusiastic about learning. Inspectors observed pupils in a range of lessons and their curiosity and excitement about learning were evident throughout. This is

testament to the high expectations of staff and the well-designed lessons that extend pupils' knowledge, skills and understanding. Pupils are able to articulate how they learn and how well they have achieved.

- The teaching of reading skills is strong. Pupils enjoy listening to and reading a range of texts. Teachers plan sequences of lessons that strengthen pupils' understanding of how an author's choice of language shapes the creation of characters, settings and ideas. As a result, pupils can articulate with sophistication their understanding of the nuances of meaning in the texts they read. For example, Year 4 pupils articulated insightfully their understanding of mythical beasts in 'How to Train Your Dragon' by Cressida Cowell.
- The teaching and learning of writing are a strength of the school. Through close study of texts, pupils develop a strong command of language that enables them to craft their writing for different audiences, purposes and text types. Additionally, pupils have opportunities to explore language and ideas through drama, which enables them to develop their ideas orally before writing.
- Pupils in all year groups enjoy learning mathematics. Pupils develop effective knowledge, skills and understanding in a breadth of mathematical approaches. Pupils are able to apply addition, subtraction, multiplication and division confidently and fluently to a range of complex problems. Pupils select the most appropriate mathematical approach to solve problems and articulate their reasons for doing so. However, the most able pupils, including the most able disadvantaged pupils, do not have many opportunities to extend their knowledge and understanding further.
- Teachers plan science lessons well. Pupils learn how to hypothesise, develop appropriate methodologies and evaluate the results of their experiments with confidence. Pupils relish the opportunities to apply their knowledge of scientific concepts independently and try out different approaches. In Year 5, pupils were observed developing hypotheses and experimenting with different materials, such as jelly and ice, to explore reversible and irreversible change.
- Pupils develop a range of skills, knowledge and understanding in physical education (PE). Through well-structured lessons, pupils develop their physical health. Pupils have a breadth of opportunities to access sport equitably. For example, boys and girls play together in the school netball team.
- Through specialist teaching, pupils develop impressive knowledge, skills and understanding of art. Pupils' art portfolios and the classroom walls demonstrate the range of techniques and appreciation of art that pupils develop in all year groups.
- The school is an impressive learning environment. It is both celebratory of pupils' work and a powerful learning tool that pupils draw on. For example, pupils confidently use the resources that provide additional support for English and mathematics in the classrooms. Pupils' creativity is promoted through the displays of their work, such as models of robots in Year 3 classrooms and photographs of pupils' drama work when studying the Titanic.
- Phonics teaching is well planned. Pupils develop a strong understanding of how sounds correlate to written letters and words. Through well-sequenced lessons, pupils make strong progress in the development of their reading skills.
- Teachers have strong subject knowledge, which enables the vast majority of pupils to

make good progress throughout the curriculum.

- Pupils with SEND have equitable access to the curriculum. However, the level of personalised support to ensure that these pupils make good progress from their different starting points is variable, so some of these pupils do not make as much progress as they could.
- Disadvantaged pupils receive additional support. However, this focus is not sharp enough to ensure that their progress is consistently as good as that of their peers.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders and governors have not ensured that the safeguarding arrangements are coherent, well organised and fit for purpose. As a result, all reasonable steps are not being taken to ensure that pupils are safe.
- Leaders do not evaluate sharply enough how well staff meet the social and emotional needs of vulnerable pupils and those with SEND so as to ensure that their needs are met.
- Pupils are kind, tolerant and empathetic towards other pupils. They use talk well to support each other's understanding in class and in the playground.
- Pupils told inspectors that they felt safe in the school and that, if they had a problem, there was an adult who would help.
- Relationships between pupils and staff are strong, supportive and nurturing. Pupils told the inspectors that the school was very friendly and welcoming.
- Pupils are able to define bullying accurately and state that, on the occasions when it happens, adults help to resolve the issues.
- Parents who spoke and wrote to the inspectors were overwhelmingly positive about the social and emotional support their children receive at the school. They stated that their children enjoyed coming to school because learning was fun and they had lots of friends.
- Pupils develop a strong understanding of the importance of free speech and democracy through elections to the student council and eco council. Through the curriculum, pupils have many opportunities to voice their views and perceptions about the world.

### Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around the school and within the classroom is good. Most pupils listen attentively to teachers' instructions and move well between activities. Pupils respond well to teachers' reinforcement of positive behaviour. For example, in Year 4, pupils aspire to wearing superhero capes, which are awarded for good work. A few pupils occasionally need reminding, through appropriately applied sanctions, to remain on-task.

- Pupils behave well at lunchtime and engage well with the games and toys provided by the school. Year 6 play leaders provide effective pastoral support to younger pupils.
- Classrooms are very stimulating learning environments. Pupils' efforts and achievements are celebrated throughout the school, creating a pride in learning that is reflected in pupils' books.
- The school's expectations of good behaviour are constantly reinforced. For example, pupils are aware of the importance of being kind to others.
- Pupils' attendance has improved markedly and is now in line with the national average.

### Outcomes for pupils

**Good**

- The upward trajectory in pupils' achievements at key stage 1 and key stage 2 in reading, writing and mathematics is reflected in their current progress. Pupils have well-developed reading skills and pupils' current progress is good. Similarly, pupils' writing skills are strong and they enjoy writing. Pupils make good progress in mathematics.
- In Year 1, the proportion of pupils who meet the expected standard in the phonics screening check has consistently been above the national average. Most pupils are on track to attain at least age-related expectations for reading at the end of Year 2.
- Pupils' books demonstrate the pride they take in their work and an appropriate level of challenge for the majority of pupils. However, the most able pupils, including the most able disadvantaged pupils, do not always receive additional challenge to enable them to make consistently strong progress at key stage 1 and key stage 2 in mathematics.
- Pupils make strong progress across the curriculum, including in art, PE and science. Teachers skilfully link topics to high-quality texts to develop pupils' knowledge. For example, through the study of the Celts and the Romans in Year 4, pupils develop comprehensive knowledge about the early history of this country.
- Pupils develop good social and emotional skills through the curriculum. At every key stage, pupils are keen to learn and are attentive and conscientious.
- Pupils with SEND make good progress in many areas of the curriculum. However, additional support does not consistently meet the varying needs of some pupils. This is because barriers to learning are not always sharply identified and teaching does not consistently build on pupils' different starting points.
- While disadvantaged pupils make good progress overall, it is not consistently fast enough to close the gap so that they attain at least in line with other pupils nationally.

### Early years provision

**Inadequate**

- Safeguarding is ineffective, including in the early years. As in the main school, arrangements for staff vetting checks do not meet requirements. Safeguarding arrangements do not ensure that any concerns about children's physical and emotional well-being are recorded systematically and acted upon in a timely manner.
- Teachers plan effective learning that draws on a range of activities to develop

children's skills, knowledge and understanding. The development of children's early language and communication skills is strong. Inspectors observed children voicing their thoughts and ideas through well-constructed tasks and activities. For example, children talked knowledgeably about what they had achieved at the end of the morning session.

- Children develop resilience and understanding about how they learn. For example, an inspector observed children reflecting on the barriers they face when trying something new, resulting in children rejecting the 'I can't do it' monster.
- Children learn how to keep themselves safe through washing their hands thoroughly after activities and before eating.
- The outdoor area is well structured to engage and develop children's imaginations and physical coordination. Adults interact with children very well to promote children's thinking and development of knowledge, skills and understanding.
- Children develop strong phonic knowledge, skills and understanding through well-structured, sequential phonics lessons and activities. Children are highly enthusiastic about learning to read.
- Children maintain their concentration to complete activities successfully. They work well together and communicate their ideas to each other clearly.
- The transition between the Nursery and Reception is well organised. Staff ensure that children's learning in Nursery links clearly to the Reception curriculum.
- Children make good progress from their starting points. The proportion of children reaching a good level of development has been consistently above the national average for at least the past two years. Children are currently making strong progress in the development of their knowledge, skills and understanding. Children's attitudes towards learning are positive, ensuring that they are well prepared for study in Year 1.
- The online journals that chart children's development both at school and at home are well organised and demonstrate the good development that children make in the setting. Most parents are closely involved in their children's learning through access to the online journals.
- Parents who spoke and wrote to the inspectors were overwhelmingly positive about the academic, social and emotional development of their children in both Nursery and Reception.

## School details

Unique reference number	118325
Local authority	Medway
Inspection number	10093807

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Ian Chappell
Headteacher	Hugh Greenwood
Telephone number	01634 332 550
Website	<a href="http://www.wainscott.medway.sch.uk">www.wainscott.medway.sch.uk</a>
Email address	<a href="mailto:greeh192@medwaymail.org">greeh192@medwaymail.org</a>
Date of previous inspection	21–22 June 2017

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by pupil premium funding is below average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils with an education, health and care plan is below average.
- Most pupils are of White British heritage.
- The school has a nursery on-site.

## Information about this inspection

- Inspectors visited classrooms, some with the headteacher and deputy headteachers, to observe learning and to talk to pupils about their work.
- Inspectors met formally with the headteacher and other leaders, including the SENCo, the designated safeguarding lead and the leader of the early years.
- An inspector met with a representative from the local authority and spoke to the local authority designated officer.
- Meetings were held with five governors, including the chair of governors, 40 pupils, the student council, the eco council and parents. Inspectors also took into account parents' letters and emails about the school.
- Inspectors listened to pupils read and discussed reading with a range of pupils.
- Inspectors scrutinised pupils' work across the curriculum and across all year groups to determine the accuracy of assessment and the sustainability of pupils' progress.
- Inspectors checked the school's documentation regarding the school's approach and systems for safeguarding, behaviour, attendance and the quality of teaching. The lead inspector also considered the school's self-evaluation and school improvement plans.

## Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Teresa Davies

Ofsted Inspector

Peter Wibroe

Ofsted Inspector

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