

Inspection of Twydall Primary School and Nursery

Twydall Lane, Gillingham, Kent ME8 6JS

Inspection dates: 16 and 17 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Twydall Primary is a welcoming and caring community. Pupils are kind to each other and respect different views and opinions. Leaders understand the community well and are determined to support every child. As a result, pupils feel nurtured and supported by staff, and feel included in all aspects of school life. As one pupil told inspectors, 'They really get us here.'

Pupils enjoy activities like the 'daily mile' and the clubs on offer. They are keen to learn. In class, pupils listen intently to adults and take a pride in their work. Leaders have recently raised expectations and pupils are keen to meet these. They work hard, responding positively to their teachers' feedback. As a result, most achieve well.

Pupils behave well. All pupils know the school rules: 'Be ready, be safe and be your best', and these are evident in their actions. They are friendly and polite to peers and to visitors to the school. Pupils are confident that adults will help them to sort out any problems. Bullying seldom occurs. When it does, staff act swiftly and effectively to resolve it. Pupils who struggle to manage their emotions are well supported.

What does the school do well and what does it need to do better?

Leadership at this school is bold. Leaders at all levels are dedicated to improving the school for the community. They have raised expectations of what pupils can achieve by implementing an ambitious curriculum that starts from the early years. Leaders have identified the important concepts and content they want pupils to learn in every subject. This is organised in a logical order so that pupils' knowledge builds up over time.

High-quality professional development has strengthened teaching. Staff are confident in their subject knowledge and present the information they want pupils to remember in a clear and coherent way. This starts in the early years, where staff provide activities that take account of children's interests and prepare them well for the curriculum in Year 1. Teachers make adaptations to include pupils with special educational needs and/or disabilities (SEND). As a result, pupils learn well. A small minority of staff are new to the school, and so have not yet benefited from the training. This means not all teachers are as confident implementing the curriculum as others.

Reading is taught well. Leaders have ensured that a systematic approach to teaching phonics is used consistently across the school. Pupils use their phonic knowledge well to read unfamiliar words in books that match the sounds they have been learning in class. Adults who read with pupils insist that they read with accuracy. Pupils are enthusiastic about reading, and proudly share their reading records which catalogue the books they have read. Teachers regularly check pupils'

understanding. If anyone falls behind, staff provide help and support to ensure they catch up. As a result, pupils gain the skills they need to become confident readers.

The offer for pupils' personal development is well thought out. Pupils learn about democracy through their school council. They benefit from high-quality assemblies which help them to understand the school's 'CHARACTER' values. This recently included an assembly on the environment in their local community, which helps pupils to understand 'responsibility'. Pupils learn about different faiths and beliefs, and to treat others equally. As one pupil explained to inspectors, 'Nobody is left out because of differences.'

Classrooms are calm and purposeful. Any low-level disruption is managed quickly and effectively by teachers. Strong routines are built from the early years, where children are taught to be attentive and to participate enthusiastically in their learning. Staff in the early years get to know children's needs as soon as they start in the Nursery. Most adults help children to collaborate and communicate well.

Attendance needs improving. Leaders have made this a priority and have worked hard to reassert expectations for regular school attendance with pupils and parents. This work has been successful for pupils with SEND. However, leaders recognise that they still need to improve the attendance of some disadvantaged pupils so that they do not miss out on all that the school has to offer.

This school is well led. Leaders at all levels have a clear and ambitious vision. Governance is cohesive and provides effective support and challenge to school leaders. Most staff feel supported by leaders and are proud to work at this school. However, there has been some staff turnover. Leaders understand the impact of this and are working hard to provide new staff with the training and support their need, as they raise expectations across the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that staff know the potential risks that pupils may face, and regularly hold briefings to keep that knowledge up to date. Staff understand and follow clear procedures to report any concerns that they may have. Leaders keep comprehensive records of the actions they take to keep pupils safe. They detail the timely and tenacious actions to safeguard pupils. Leaders work with outside agencies to get pupils and parents the right support. Staff teach pupils how to keep safe and enhance the curriculum to highlight local concerns. Pupils know to report their concerns to trusted adults and use classroom 'worry boxes' if needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff who are new to the school have not yet had the training they need. This means not all teachers are confident in delivering the new curriculum to the high standards set by leaders. Leaders should make sure that they develop staff so that teaching is consistently strong.
- Some pupils do not attend school regularly enough. These pupils are not fully benefiting from all that school has to offer. Leaders should take further steps to work with these pupils and their families in order to improve attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142393
Local authority	Medway
Inspection number	10268120
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	Board of trustees
Chair of trust	Nathan Ward
Headteacher	Sharon Farish
Website	www.twydallprimary.org.uk
Date of previous inspection	25 and 26 May 2021, under section 5 of the Education Act 2005

Information about this school

- At the time of the inspection, the school was not using any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff, pupils, and representatives of the local academy committee. An inspector also spoke with the CEO and trustees from the multi academy trust.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, art, physical education and science. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- Inspectors considered 107 responses to the Ofsted Parent View questionnaire. They also took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked the school's records of safeguarding checks carried out on adults working at the school, and spoke with governors.
- Inspectors assessed the integrated specialist resource provision and met with the school SEND coordinator.

Inspection team

James Stuart, lead inspector	His Majesty's Inspector
Laura James	His Majesty's Inspector
Martin Hacker	Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023