

Inspection of Wainscott Primary School

Wainscott Road, Wainscott, Rochester, Kent ME2 4JX

Inspection dates: 12 and 13 March 2024

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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Monique Clark. This school is part of The Primary First Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Moorhouse, and overseen by a board of trustees, chaired by William Harwood.

What is it like to attend this school?

Pupils enjoy belonging to the Wainscott family. They said that it makes them feel happy, cared for and safe. Pupils understand and follow the school values of tolerance, resilience, curiosity and creativity well. Pupils are polite, well-mannered and thoughtful towards each other and staff. The school's ethos is built on a strong culture of respect. Pupils, including children in the early years, support each other in their learning and play. They know that staff are there to help them if they have any worries or concerns.

The school has high expectations for pupils' achievement. Pupils know that they are expected to work hard and to succeed. They take pride in their learning and this is reflected in the quality of work that they produce. They are keen to talk about what they have learned. Pupils, including those with special educational needs and/or disabilities (SEND), mostly achieve well across the curriculum.

Promoting pupils' wider experiences is a priority in the school. Pupils enjoy holding positions of responsibility, such as play leaders, reading champions or being part of the pupil parliament. They know that their opinions matter and that they are listened to. Pupils across the school enjoy different sporting fixtures.

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

The trust has raised staff expectations of what pupils will achieve. It has supported the school to design a well-sequenced curriculum from Nursery to Year 6. Last year's key stage 2 results in reading and mathematics were well below the national average. However, the improvements to the curriculum are enabling current pupils to progress well in their learning. As a result, pupils' current achievement is better than it has been previously.

In most subjects, for example in mathematics, science and history, curriculum thinking sets out exactly what pupils need to learn at each point. Curriculum planning starts with what children will learn in early years. Staff are quick to identify pupils' additional needs. Pupils with SEND usually get the help that they need to learn well. Teachers adapt learning carefully. For example, pupils are given extra adapted tasks, adult support or practical equipment to help them to learn. As a result, most pupils achieve well across the curriculum.

Staff use secure subject knowledge to promote pupils' language development. In the early years, adults know the needs of the children well and carefully model key vocabulary. Teachers encourage older pupils to use the vocabulary associated with specific subjects. This helps them to learn the concepts and processes of each subject, alongside the key knowledge. For example, pupils learn to work scientifically, and how to consider different sources of evidence in history.

Most staff identify any gaps in pupils' knowledge well. Where effective, precise checks help staff to spot gaps and misconceptions. They use this information to

inform their teaching. This supports pupils to build their knowledge gradually over time. However, not all staff check pupils' understanding with the required precision. As a result, some pupils develop gaps in their knowledge.

The school prioritises the teaching of reading. This begins as soon as children start in Nursery or Reception. Well trained staff deliver the school's phonics programme effectively. The books that pupils read are carefully matched to the sounds they have learned. Pupils who struggle to read are given helpful support to help them catch up. They quickly gain the knowledge and skills they need to become confident, fluent readers.

The school has developed a positive environment for learning. In Nursery and Reception, routines are well established so that children quickly develop high levels of personal care and independence. In older year groups, almost all pupils behave well, including in lessons. Pupils who find it difficult to manage their behaviour are supported effectively by skilled staff.

Pupils' personal development is promoted well. Pupils understand what to do to keep physically and mentally healthy. They develop a firm sense of right and wrong through shared stories and purposeful discussions. The school provides regular opportunities for pupils to contribute to and learn about the local community. Pupils learn to be respectful of others by studying a wide range of different faiths and cultures.

The school's ambition to provide a good quality of education for all pupils is being realised. Staff are positive about the trust's high-quality training, which has supported them to strengthen their teaching. The school is determined to address aspects of the curriculum that need further refinement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not use the most effective strategies to check how well pupils are learning the curriculum. This means that some pupils are not supported to learn as well as they could. The school needs to improve teachers' pedagogical knowledge so that they can support all pupils to know and remember more and learn well across the whole curriculum.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147446
Local authority	Medway
Inspection number	10296539
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	457
Appropriate authority	Board of trustees
Chair of trust	William Harwood
CEO of trust	Andrew Moorhouse
Headteacher	Monique Clark
Website	www.wainscott.medway.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- Wainscott Primary School converted to become an academy school in September 2019. It joined The Primary First Trust.
- The school uses one registered alternative provision.
- There is a before-school and after-school club, managed by the school.
- The school has a nursery for three-year-olds.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also observed some pupils reading to a member of staff.
- A range of documents were reviewed, including leaders' evaluation of the school, priorities for improvement, external reviews, governors' visits, minutes of governor body meetings, minutes of trust board of directors' meetings and documentation relating to behaviour.
- The inspectors met with representatives from the governing body and the multi-academy trust, including the trust's CEO.
- The views of staff and pupils were gathered through both formal and informal discussions. The views of staff, parents and carers were considered through their responses and confidential free-text comments to Ofsted's surveys.
- The inspectors also spoke to parents at the end of the school day.
- To inspect the school's safeguarding arrangements, the inspectors spoke with pupils and staff and reviewed the school's policies, documents and procedures, including the single central record. The inspectors also met with the school's designated safeguarding leads.

Inspection team

Baljit Bhabra, lead inspector	His Majesty's Inspector
Kirstine Boon	Ofsted Inspector
Giles Osborne	Ofsted Inspector

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