



Wayfield Community Primary School and Nursery Unit

Inspection Report

Unique Reference Number 118579
LEA Medway
Inspection number 280345
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Selwyn Ward AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Wayfield Road
School category	Community		Chatham
Age range of pupils	3 to 11		Kent ME5 0HH
Gender of pupils	Mixed	Telephone number	01634 843544
Number on roll	253	Fax number	01634 843544
Appropriate authority	The governing body	Chair of governors	Mrs Joan Cass
Date of previous inspection	20 September 1999	Headteacher	Mrs Valerie Rose

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average size school but the number of pupils has fallen in recent years. A very high proportion of pupils have been categorised as having learning difficulties and disabilities, mostly either with language or behavioural difficulties. The majority of pupils are of White British heritage. Mobility is high and there is quite a high level of social need in the area served by the school. A Sure Start Children's Centre is being established within the school. Staff turnover has been high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) 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 in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the standards and achievement of the pupils.

This is a school where the quality of education is inadequate because there has been significant underachievement for several years. The school does not currently provide satisfactory value for money. Nonetheless, it is improving. The quality of education is best in the Foundation Stage, where children are helped to get off to a good start. Consistently good teaching means these children make good progress, though few attain all of the early learning goals expected by the end of the Reception Year. Standards remain too low in Years 1 to 6, although they are beginning to rise as a result of the initiatives taken by the headteacher and leadership team.

Teaching is now satisfactory, although it needs to be better if pupils are to catch up on ground previously lost due to weak teaching and the disruption to learning caused in some classes by the many changes of teacher. Teachers do not always manage their classes well. Sometimes, pupils are expected to sit passively for too long, so that some, especially boys, become fidgety and restless. Pupils are not generally aware of what they need to do better. Arrangements for pupils' care and support are satisfactory, as are their behaviour and attitudes to learning. The school evaluated the curriculum as inadequate. Again, it is improving, but inadequacies remain. Opportunities are missed to promote literacy and numeracy through other subjects and to stimulate pupils' interest through displays and attractive reading areas. Although the school evaluated itself as satisfactory overall, it has an otherwise accurate picture of what needs to be improved. The effectiveness of recent measures to raise the quality of teaching and boost standards shows that the school has the capacity to make the improvements needed.

What the school should do to improve further

- Manage teaching time better to ensure that pupils are kept interested and engaged.
- Use marking and individual targets to give pupils clear guidance on what they need to do to improve their work.
- Provide a more stimulating environment to promote reading and to give pupils more opportunities to use literacy and numeracy in all subjects.

Achievement and standards

Grade: 4

Standards are too low and pupils have not done as well as they should. When they join the Nursery class, children's starting point is well below average. They make good progress in the Foundation Stage, even though standards are still below average by

the end of the Reception Year. Although, in Years 1 to 6, pupils currently make satisfactory progress in lessons, the school recognises that many have underachieved in the past and they are not all making enough progress to catch up on lost ground. Year 2 test scores have declined sharply in the years since the last inspection and boys, in particular, have not done well enough. Year 6 test results show consistent underachievement over the past four years for pupils of all abilities, including the more able and those with learning difficulties and disabilities, as well as those who join the school part way through their primary education. Test results have not always met the low targets set by the school. Although standards are still low, exacerbated in some classes by the disruptive effect of high staff turnover, they are now beginning to improve as a result of the initiatives taken over the past two years, including the school's participation in the national Intensifying Support Programme.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. Their attitudes and behaviour are satisfactory and they are positive about the school. They enjoy taking on responsibilities, for example, through the school council. Peer mediators have recently been trained and are effective. Pupils are developing their awareness of how to stay safe and keep healthy. They are given opportunities to use computers for their work. This helps develop their skills and prepares them for future work. Attendance is unsatisfactory because too many parents take their children on holiday during term time.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils work well together in class, and understand the difference between right and wrong. They are given opportunities to contribute actively to assemblies. Cultural development is more limited with pupils having few opportunities to learn about the multicultural society in which they live.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and pupils are now making satisfactory progress in lessons. Lessons are generally well planned taking account of what pupils have learnt before, but more able pupils are not always set challenging enough work. Teaching assistants are particularly well used. They provide good general support to pupils in class, and not just for those with learning difficulties. In the best lessons, short, varied tasks keep all the pupils interested and engaged. Teaching time is not always used to best effect, however. Pupils, and especially boys, lose interest, fidget and begin to misbehave when they spend too long sitting passively, for example, during some long lesson introductions. Where pupils have had several changes of

teacher during the course of the year, this has taken its toll both in terms of pupils' progress and their attitudes to learning, so that there is much calling out and fussing.

Curriculum and other activities

Grade: 4

The curriculum is inadequate because it is not meeting the learning needs of all pupils. In the Foundation Stage, the curriculum is good. It is planned carefully and links closely to the 'stepping stones' for each of the early learning goals. As a result, children make good progress. In Years 1 to 6, newly written schemes of work and improved planning have not yet had time to ensure that pupils make clear gains in knowledge, skills and understanding as they move up through the school. The curriculum is not meeting the needs of boys and those with learning difficulties and disabilities. This is because key skills of literacy and numeracy are not promoted sufficiently in other subjects and classrooms do not engender a love of reading and writing. These factors contribute to the underachievement and low standards in the school. A good range of lunchtime and after school clubs is provided. These are well attended and enjoyed by the pupils.

Care, guidance and support

Grade: 3

The care, guidance and support given to pupils are satisfactory. Regular surveys of the buildings and outdoor areas are undertaken to ensure pupils are safe. Child protection procedures are in place and understood by all staff. Referral systems identify potentially vulnerable pupils, who are subsequently well supported. The school works effectively with a number of outside agencies to support pupils' progress. The majority of pupils feel safe and secure in school. However, a minority feel that some ongoing bullying issues are not dealt with sufficiently effectively by all members of staff to put a stop to this behaviour and because of this they do not feel as safe as they should in school.

Pupils are not all sufficiently aware of the individual targets that they are given and marking is unsatisfactory because too little of it gives practical guidance to pupils on what they need to do to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Since her appointment two years ago, the headteacher has worked in effective partnership with the Intensifying Support Programme in tackling major areas requiring improvement. The key focus has been to reverse the decline in standards since the last inspection. The most significant improvement is that the quality of teaching is now satisfactory which results in most pupils making sound progress in lessons. Schemes of work are now in place for all subjects to show what is to be taught and when. There is now a detailed system in place that tracks pupils' progress in reading, writing and mathematics. These initiatives have contributed to an improvement in the standards achieved this year. However,

the school recognises that standards and achievement are still not good enough and much remains to be done. The progress made indicates that the school has the capacity for further improvement.

The leadership and management of pupils with learning difficulties and disabilities are inadequate. Far too many pupils are on the school's register for behaviour issues which relate to weaknesses in classroom management. Parents and pupils are not involved sufficiently in the writing and review of individual education plans.

Governors are very supportive of the school and accept readily that their main priority must be to raise standards. They have a strong awareness of the school's strengths and areas for improvement.

The school takes into account the views of pupils, for example, in improving the quality of the toilets. It has not engaged the support of all parents, as is shown in the number of concerns expressed in the questionnaires.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you all for making us so welcome and helping us when we visited your school.

You have not all made as much progress as you could but we think that things are getting better and we are recommending that the school gets some extra help over the next year.

Here are the things that we think are best about your school:

You enjoy the opportunities you have to take on responsibility.

You get on and work well with each other.

Those of you in the Nursery and Reception class make good progress.

These are the things that we think could be better:

Some of you would be able to concentrate and work harder in lessons if you did not have to sit so long on the carpet.

It would be helpful if you each had a clearer idea of what you need to do to improve your work.

The school should encourage you to read more and to use in other subjects what you learn in literacy and numeracy.

Thank you again for being so helpful and friendly when we came to see you.