



Wainscott Primary School

Inspection Report

Unique Reference Number 118325
Local Authority Medway
Inspection number 291092
Inspection dates 5–6 October 2006
Reporting inspector Derek Watts

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

Type of school	Primary	School address	Wainscott Road
School category	Community		Wainscott
Age range of pupils	4–11		Rochester ME2 4JY
Gender of pupils	Mixed	Telephone number	01634 717301
Number on roll (school)	185	Fax number	01634 721703
Appropriate authority	The governing body	Chair	Colin Taylor
		Headteacher	Alison Tester
Date of previous school inspection	1 February 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most of the pupils are from a White British background. The proportion of pupils with learning difficulties and disabilities is just above average. About three years ago, the school experienced significant staffing difficulties but there is now a more settled teaching force. Children enter Reception with just below expected knowledge and skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wainscott Primary is a good school where pupils achieve well and make good progress in their personal development. Parents and governors hold the school in high regard and give it very good support. As one parent remarked, 'We are very pleased with the school. Staff work hard to ensure our children are cared for, valued and taught well.' Effective leadership and management and a more settled staff have given rise to recent improvements in educational provision and pupils' achievements. Information and communication technology (ICT) is considerably stronger than at the time of the last inspection. Provision in this subject is now good and pupils make good progress in acquiring and using ICT skills. Careful assessment of pupils' needs and targeted support has led to good improvements in mathematics. Standards in this subject are above average in Year 6 and pupils are achieving very well. Standards in English and science are just above average. In English, pupils do better in reading than they do in writing. While achievement in writing is satisfactory, and it is an area targeted for improvement, work so far has been less effective than that in mathematics. Girls do better than boys in writing, particularly in Years 1 and 2. The range of opportunities for pupils to write in different subjects is too limited and this means that they do not achieve as well as they should by the end of Year 6. Good provision in Reception means that children make good progress in all areas of learning and reach expected standards. Across the school, effective teaching and learning and a well planned curriculum contribute to pupils' good achievement. Most lessons are interesting and maintain a brisk pace. Pupils make good progress when they are challenged and work is well matched to their needs. In a few lessons, particularly in Years 3 and 4, pace is a bit slow and activities do not build on what pupils already know and as a result learning is not as good. A good range of additional activities, with music being a particular strength, provides enrichment and enjoyment to pupils' learning. Pupils receive good care, guidance and support. This results in their good personal development. Pupils thoroughly enjoy school, which is reflected in their good attendance. Attitudes and behaviour are generally very good, although these can occasionally decline when the pace of lessons slows. Pupils show a good understanding of the importance of a healthy lifestyle and keeping safe. They take responsibility and make good contributions to the local and wider community. Pupils are well prepared for the next stage of their education. The school has a clear understanding of what it does well and where there is room for improvement. Effective action has been taken to improve provision and raise standards, although there is still more to do to raise achievement in writing and achieve consistency in teaching and learning. The headteacher provides strong leadership and direction. Other senior staff and subject leaders' roles are well developed and they provide good support. These factors have contributed to good improvements and the favourable outcomes for pupils.

What the school should do to improve further

- Raise achievement in writing, particularly for boys, by providing an even wider range of opportunities to write in different styles and for different purposes.

- Ensure that all lessons maintain a brisk pace and the tasks are well matched to pupils' needs.

Achievement and standards

Grade: 2

Children get off to a good start in the Reception Year. At the end of the year, they are well prepared for the next stage in learning. Good progress in Years 1 and 2 means that, at the end of Year 2, standards in reading, writing and mathematics are broadly average, although girls do better than the boys, particularly in writing. In Years 3 to 6, pupils continue to do well so that standards by the end of Year 6 are above average overall but with some variation between subjects. Standards are above average in mathematics and reading and broadly average in writing. Pupils with learning difficulties and disabilities make good progress due to careful assessments of their needs and effective support.

Personal development and well-being

Grade: 2

In the Reception Year, children's personal and social skills develop well. This is built on effectively so that across the school pupils are polite, friendly and relate well to others. Behaviour is usually very good. Pupils participate willingly in lessons and show a good attitude to learning. Pupils are confident that their views, expressed through class discussion and the school council, will be taken into account. Pupils develop a good awareness of how to keep themselves healthy and safe. They know that sport is important in developing a healthy lifestyle. Pupils engage well in the life of the school. As an example, the fundraising activities of the school council have resulted in small games equipment being available during breaks and this is well used. Spiritual, moral, social and cultural development is good. Pupils of all ages have the confidence to perform in front of audiences. This was evident in a Harvest Festival service where pupils played a range of musical instruments, read clearly and performed a sketch. They reflected on the needs of children living in other countries and the council made a donation to the Water Aid project that is the current focus of the school's fundraising efforts.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning enables pupils to achieve well. Teaching in Reception provides a good blend of direct instruction and opportunities for children to explore and learn through first-hand experiences. Teachers plan their lessons well and make them interesting. In most lessons, planning takes account of pupils' learning needs and tasks are well matched to their levels of understanding. As a result, pupils are

suitably challenged, interested and make good progress. Occasionally, in Years 3 and 4, this does not happen and this slows the rate of learning. Teachers direct their teaching assistants well. As a result, they give good quality help to those who need it. This helps all pupils to join in fully and make good progress.

Curriculum and other activities

Grade: 2

An interesting curriculum enables pupils to achieve well and to make good progress in their personal development. It is enhanced by a good range of additional activities, including many opportunities to participate in sport and take up music. These activities are popular with the pupils and parents make valuable contributions to coaching in football, gymnastics and netball. Provision for music is a real strength of the school and provides good opportunities for all pupils, particularly for the musically gifted and talented and those with learning difficulties, to acquire new skills. Effective action has been taken to raise achievement in mathematics, through targeted support to improve pupils' skills in calculation and problem solving. The school is aware that there is more to be done to raise achievement in writing in Years 3 to 6 by providing more opportunities to write in different styles and in different subjects. The school is also exploring ways of finding writing tasks which are more appealing to boys, particularly in Years 1 and 2. With the building of a new hall, there is now good provision for physical education (PE). Provision for ICT is good, particularly as there is a new computer suite, and this is having a positive impact on pupils' progress. The curriculum for the Reception children is well organised, stimulating and promotes progress well.

Care, guidance and support

Grade: 2

The headteacher and staff successfully create a positive ethos which enables all pupils to flourish. A parent commented: 'We have been very impressed with the community spirit encouraged within the school.' There are rigorous procedures to ensure that the pupils are well cared for and safe. Systems for tracking pupils' academic progress are well established and used effectively. Pupils have a good awareness of what they have to do to improve, particularly in English and mathematics. They are confident that the adults at school will provide the help and guidance that they need, both in lessons and in response to personal needs. However, in a few classes, marking gives limited guidance to pupils on how they can improve their work.

Leadership and management

Grade: 2

The headteacher provides strong leadership and direction. Teamwork among the staff is strong and all are committed to raising pupils' achievement. Since the last inspection, other leadership roles have been developed well. Good leadership in ICT has resulted in improved equipment and effective training has increased staff confidence and expertise. As a consequence, pupils are now progressing well in this subject. Similarly,

good leadership in mathematics has given rise to higher standards and better progress by Year 6. Effective leadership of the Reception Year contributes to children's good progress in these areas. School self-evaluation is effective so the school knows its strengths and weaknesses. There are effective systems for monitoring and developing teaching and learning. While these have improved the overall quality of teaching from satisfactory to good, there are still some minor shortcomings to be remedied. Staffing changes and recruitment difficulties about three years ago had an adverse effect on standards. With a more settled staff, the school has shown a good capacity to improve, during the past two years. This has been demonstrated by the successes in raising standards in mathematics and extending provision and pupils' progress in ICT. Governors are committed and supportive. They effectively hold the school to account. Members of the governing body have made good use of their expertise in data analysis and in ICT to support the school's strategic planning and improvements in achievement and ICT. Governance also provides effective support in the Foundation Stage and so governors have a clear overview of children's starting points.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. We think that Wainscott is a good school, and you and your parents are right to be pleased that you are pupils here. These things are particularly good:
- You clearly enjoy school and attend regularly.
- You are making good progress.
- Teaching is good which is why you learn so much.
- You have a good range of clubs and activities which you enjoy. Musical opportunities are particularly good.
- Behaviour is very good and you are friendly and polite.
- You get on very well with other pupils and adults.
- Staff know you well and make sure that you are well cared for, supported and safe.
- Your headteacher and other school leaders run the school well.
- Your parents are really pleased with the school and give it very good support. These are the things the school has been asked to improve:
- To help you to make more progress in writing by giving you more opportunities to write in different styles and in different subjects.
- A few lessons could move on more quickly with work that is not too easy or too hard for you. Finally, thank you once again for all your help. We wish you all the best for the future.
With kind regards Derek Watts Lead inspector