

Tribal Group
1-4 Portland Square
Bristol
BS2 8RR
T 0845 123 6001
F 0845 123 6002

Ofsted helpline
08456 404045
edhelpline@ofsted.gov.uk



Mrs V Rose
Wayfield Community Primary School and Nursery Unit
Wayfield Road
Chatham
Kent
ME5 0HH

22 February 2007

Dear Mrs Rose

OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for the help which you, your staff and the pupils gave when I inspected your school on 7 February 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please also pass my thanks to your chair of governors and the local authority adviser for meeting with me.

As a result of the inspection on 21 and 22 June 2006, the school was asked to: manage teaching time better to engage and interest pupils; use marking and individual targets to give pupils clear guidance on how to improve; and, provide a more stimulating environment to promote reading and give pupils more opportunities to use literacy and numeracy in all subjects.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in dealing with the issues for improvement.

There has been satisfactory progress in increasing the range of strategies used to engage and interest pupils. Learning intentions are consistently shared at the start of the lesson so pupils know what is expected. Pupils are positive about the increased use of interactive whiteboards and say they make learning more fun. For example, in a Year 1 lesson, photographs of a recent visit by a storyteller stimulated enthusiastic discussion. Good opportunities were provided for the pupils to share their ideas with each other so all pupils were actively involved. Tasks are increasingly varied and relevant to the pupils who report they now make them 'think harder'. However, inconsistencies between classes remain and pupils say that some lessons do not actively involve them so some lose interest. There are missed opportunities for pupils to extend and explain their thinking, for example, when solving mathematical problems or responding to questions. In some lessons, there is an overemphasis on teacher direction and too few

opportunities for pupils to work in groups to support and challenge each other.

The progress made in giving pupils clear guidance on how to improve is satisfactory. The development of a marking policy has ensured marking is more regular. Although some marking identifies what pupils have done well, there are inconsistencies between classes and subjects in identifying what pupils need to do to improve. Each class has termly targets for English and mathematics which are consistently displayed and increasingly referred to in lessons. However, specific, individual targets which identify next steps in learning so that all pupils achieve as well as they can are not in place. There has been good progress in developing targets to guide pupils with learning difficulties and disabilities. They now have comprehensive individual education plans which are reviewed regularly with parents. The school has a clear plan to also involve the pupils in these reviews.

There has been good improvement in the provision of a stimulating learning environment, particularly to promote reading. Each class has a welcoming book area. Books are changed termly and selected to link with the class topic. Pupils have enjoyed their involvement in the refurbishment of the school library. The school has adopted a sensible approach to developing literacy and numeracy in all subjects with the initial focus on literacy. Pupils say this has made their work more interesting. For example, they developed a range of literacy skills by enjoying being journalists recounting a Viking invasion. There are relatively few opportunities to use numeracy in other subjects because this has been a recent focus for development.

The school has been well supported by the local authority. Both the school and local authority recognise that the identification of milestones against which to measure progress towards longer term targets could be improved.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jackie Krafft
Her Majesty's Inspector