

# Wingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	118403
<b>Local Authority</b>	Kent
<b>Inspection number</b>	312924
<b>Inspection dates</b>	7–8 October 2008
<b>Reporting inspector</b>	Richard Blackmore

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	214
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Sheath
<b>Headteacher</b>	Linda Taylor
<b>Date of previous school inspection</b>	13 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Wingham Canterbury CT3 1BD
<b>Telephone number</b>	01227 720277
<b>Fax number</b>	01227 720071

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is slightly smaller than the average size for a primary school. Most pupils are from White British backgrounds. The school's Early Years Foundation Stage (EYFS) provides for children aged four and five who are taught in the Reception class. There is a Breakfast and an After School Club for children aged four to eleven. The school has gained the Activemark and Investor in People Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils attain above average standards. The school's leadership team has an accurate picture of the school's strengths and been successful in ensuring improvement. Recognising weaknesses in the teaching of mathematics, the school has taken positive action to improve upon previous results. The headteacher and subject leaders have implemented changes to ensure that pupils have a better understanding of basic calculating. They receive flexible and well-targeted support and benefit from improved teaching. The school tracks pupils' progress very closely and the systems used are sharper and more accurate than before. This helps teachers to quickly identify any pupils who are not progressing at the expected rate and put in place additional support. Consequently, pupils are making more rapid progress than previously and closing gaps in their learning. As a result, standards are much improved. There is a strong commitment to meet the needs of individual pupils. Pupils' achievement is good. However, the progress of higher attaining pupils do not always progress as quickly as might owing to insufficient challenge in some lessons. The majority of parents appreciate the school's many qualities. One reflected the feelings of others by writing, 'My child is very happy at school and is always excited to go to her class in the mornings.'

Pupils thoroughly enjoy school, and this is evident in the way they enthusiastically talk about the activities provided. They particularly enjoy the wide range of sports and musical activities, provided as part of an enriched curriculum. Pupils are keenly aware of how important a balanced diet is in adopting a healthy lifestyle. As a result of outstanding spiritual, moral, social and cultural development pupils are able to take turns, share, cooperate with others and develop into responsive citizens. They concentrate well in lessons and like learning. Behaviour is outstanding and bullying is very rare. Any problems are, according to the pupils, quickly and fairly dealt with by staff. Pupils are given opportunities to help and be responsible, enabling them to develop thoughtful and sensitive attitudes towards others within the school and wider community. Nonetheless, pupils would welcome more opportunities and challenge in their roles as school councillors. Pupils showed much interest in and empathy towards the school being supported through a harvest celebration in a African village of Twambuku.

The good curriculum and teachers' planning ensure good continuity in learning and links between subjects. In Year 2 the story of 'Katie Morag' was linked effectively when pupils studied the story from a literacy perspective and its geographical location on a map. However, the planning of learning opportunities for higher attaining pupils is not always challenging and therefore progress of these pupils slows. The curriculum is broadened by activities outside the classroom. A recent visit to Dover Castle brought to life aspects of history studied by the pupils.

Good teaching, which is sometimes outstanding, means pupils are well motivated to learn. The refined systems for assessing and monitoring pupils' progress mean that any underachievement is identified and additional support provided. However, marking of pupils' work is not consistently used to show pupils how they might improve.

The good leadership of the headteacher has resulted in a team with a common sense of purpose. Sustained efforts by all, especially managers at all levels, have resulted in a clear focus on increasing the rate of pupil progress. Subject leaders demonstrate accurate prioritising and good knowledge of how to improve their subjects and evaluate the quality of teaching and learning. Governors, ably led by their chair, are caring and supportive and are actively involved in shrewd evaluations themselves and identifying priorities to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start in Reception with a range of skills and understanding that is broadly average for children of their age group. They make good progress so that by the end of Reception, the majority of children are working within national expectations. Children are confident and happy and receive good levels of care and support from the staff. This reassures them and helps to settle them into the daily routine. Children are encouraged to discuss their work, such as their completed drawings, which helps them develop good communication skills. Robust procedures keep children safe and healthy. Carefully organised learning areas, including sand, modelling and role-play activities, ensure good use and access to resources. Children play and behave well, individually and in groups, undertaking activities with enthusiasm. However, there is an imbalance of child-led and adult-directed activities, which does not allow some children to fully develop independence. The spacious outdoor environment supports children's play opportunities, which they enjoy considerably. The capable leadership of the EYFS has made notable efforts to improve the quality of provision, which is beginning to have a positive effect.

### What the school should do to improve further

- Ensure that higher attaining pupils are set sufficiently challenging work.
- Give pupils clearer guidance through marking so they know how to improve their work.

## Achievement and standards

### Grade: 2

From broadly average starting points, pupils now achieve well throughout the school. Pupils have caught up much of the shortfall caused by some slower progress in former years, although mathematics is the area where standards are lowest. Effective assessment and high quality focused support for pupils who find learning difficult are starting to make a positive difference. This is a key reason why, overall, pupils' progress is speeding up. Support programmes that tackle individual needs and gaps in pupils' learning have boosted standards in mathematics. However, these are yet to be fully implemented and fully established throughout the whole school. The school has set itself challenging yet realistic targets for this academic year. Pupils with learning difficulties and/or disabilities make good progress because they receive well-planned support from teaching assistants. However, progress varies because of the lack of challenge for some pupils and the inconsistent use of effective marking.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development are outstanding because staff emphasise the importance of reflecting on the lives of others, in thought-provoking assemblies and topic work. Pupils really enjoy school and this is reflected in their good attendance. Behaviour is exemplary, both in lessons and around the school. The good care that staff show towards the pupils is echoed in the way pupils treat each other. For example, older pupils support the younger children by playing with them on the playground and helping them during lunchtimes. Pupils talk knowledgeably about health, eating healthy lunches and taking an active part in sports in and out of school. Pupils feel very safe in school and say bullying is very rare, and that if it does occur, it is dealt with firmly by teachers. Pupils raise money for charities at home and abroad and take part in community events, such as singing for the elderly and at annual

fairs. Pupils happily contribute to school life, for example, being monitors and school councillors. Pupils are highly responsible but have too few opportunities for taking on greater responsibilities within the school community. Although standards in mathematics are lower than other subjects, above average standards overall help pupils prepare for the next stage of their education and their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall, although individual lessons vary from satisfactory to outstanding. Consistent systems for managing behaviour, coupled with positive relationships between staff and pupils, lead to orderly classrooms where pupils work hard and are keen to succeed. Lessons are less effective in the minority of cases when the pace slows and tasks are not matched to pupils' abilities. Carefully planned activities build effectively on previous knowledge and move learning on quickly. Good use is made of information and communication technology (ICT) to focus pupils' attention and generate excitement. However, teachers' expectations are not always consistently high enough to challenge pupils of all abilities, particularly for those who are higher attaining. Guidance by teachers does not sufficiently extend pupils' thinking or illustrate how they need to improve the quality of their work.

### **Curriculum and other activities**

#### **Grade: 2**

Pupils benefit from a rich and broad curriculum. Good links are made across subjects and this helps to make learning relevant and fun, although sometimes opportunities are lost to challenge higher attaining pupils. The use of ICT enhances learning and develops good ICT skills. For example, Year 2 pupils included digital photographs in their 'Welcome to Wingham' leaflet that they produced on the computer for new children. Music is a strength of the school, with many pupils learning a musical instrument or taking part in the choir or string group. There is a high take-up of the wide range of enrichment activities and this adds interest to learning, particularly in art and sport, strengthening pupils' personal development. Exciting opportunities to experience at first hand what has been learnt in school is provided by trips which include a Year 6 residential experience.

### **Care, guidance and support**

#### **Grade: 2**

Pastoral care is very strong and there are established procedures in place to promote the safety and well-being of pupils. Pupils confidently approach staff to express their concerns and are confident that any issues will be resolved. Through effective links with external agencies and specialists, pupils with learning difficulties and/or disabilities are well supported. As a result, they make good progress and are included in all the school has to offer. Tracking of pupils' progress is regular and thorough, and additional intervention programmes are in place to help those who are at risk of underachievement. However, the quality of frequent academic guidance through marking of pupils' work is inconsistent. Subsequently, pupils are not always clear about what they need to do to improve their work.

## Leadership and management

### Grade: 2

The headteacher's determination to improve the school's effectiveness is shared by the staff and governors. There are good systems in place to check the quality of the school's provision and pupils' progress. The school evaluates its own performance accurately and knows the priorities for improvement. This has led to the current focus on raising standards in writing and mathematics. However, subject leaders do not yet ensure that successful procedures in raising attainment and progress are applied across the school. As yet, leaders at all levels are not fully proactive in ensuring strategies to raise standards are robustly delivered in all classes. Governors, ably led by the chair, fulfil their roles well. They are well informed about the school and they take a lead in, and challenge, some strategic decisions about how to improve further. Given the good quality of the provision and the good progress now made by pupils, the school has a good capacity for further improvement.

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## Annex A

**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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

9 October 2008

Dear Pupils

Inspection of Wingham Primary School, Canterbury CT3 1BD

Thank you for helping us when we visited your school. We enjoyed talking to you and you all helped us get to know your school really quickly. Your school gives you a good education. You make good progress because you are taught well and what you learn is interesting and fun. I really enjoyed your assembly when you saw photos of the school in Africa you are helping and I was impressed with your singing and recorder playing.

Your behaviour is outstanding – well done! Your attendance is good and part of the reason for this is that you told us how much you really enjoy coming to school and the range of clubs on offer, many of which help you keep fit and healthy. Your knowledge of healthy eating is good. We also think that you have a good awareness of how to stay safe. You play an important role in organising the school through your elected school council and the jobs you do to help each other in the school.

We have asked the adults to do some things to make the school better. We have asked the staff to make sure that you always have activities that are at just the right level so you always learn quickly, and to tell you more clearly how to improve your work.

You can help too by letting teachers know if you do not understand how to improve your work.

We enjoyed our visit to your school. Thank you once again.

Best wishes for the future, Richard Blackmore Lead inspector