

# Hoo St Werburgh Primary School and Marlborough Centre

## Inspection report

<b>Unique Reference Number</b>	118327
<b>Local Authority</b>	Medway
<b>Inspection number</b>	326806
<b>Inspection dates</b>	4–5 March 2009
<b>Reporting inspector</b>	Linda Pickles

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.

<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)	460
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>	Ian Chappell
<b>Headteacher</b>	Jo Trickett
<b>Date of previous school inspection</b>	9 December 2002
<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>	Pottery Road Hoo St Werburgh Rochester ME3 9BS
<b>Telephone number</b>	01634 338040

<b>Age group</b>	4–11
<b>Inspection dates</b>	4–5 March 2009
<b>Inspection number</b>	326806

**Fax number**

01634 253893

**Age group** 4–11

**Inspection dates** 4–5 March 2009

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hoo St Werburgh Primary School is a larger than average primary school. The proportion of pupils with learning disabilities and/or difficulties is well above the national average. This is because the school has an integrated specialist autistic provision for 54 pupils called the Marlborough Centre. The majority of the school's pupils live in the local area. Pupils who attend the Marlborough Centre all have a statement of special educational needs and live in the wider Medway community. The proportion of pupils from minority ethnic groups is below the national average and very few pupils do not have English as their first language. An average number of pupils are eligible for free school meals.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Hoo St Werburgh School is now providing its pupils with a satisfactory education. It is steadily improving because of the strong and determined leadership of the headteacher who has successfully led the school through a turbulent year, with many changes in staffing. She has successfully established an effective senior leadership team, which is well supported by middle managers. As one parent points out, 'My daughter has loved coming to this school and it has been wonderful to watch her blossom and achieve.' Together, leaders and managers have developed a clear sense of purpose across the school which focuses on improving achievement for all pupils.

Achievement is satisfactory in the main school and good for pupils in the Marlborough Centre. Children in the Early Years Foundation Stage start school with skills below those expected and make at least satisfactory progress. Progress in Key Stages 1 and 2 is satisfactory and improving. Progress has been accelerated in Year 6 which has compensated for the underachievement experienced in previous years and standards are now satisfactory overall. Assessment data are used effectively to track the progress of individual pupils. However, the school does not sufficiently identify and monitor the progress of different groups of pupils within each year group.

Teaching and learning are satisfactory. Moreover, the proportion of good teaching is steadily increasing across the school as a result of targeted support for improvement. Marking is consistent across the school but assessment information is not sufficiently used by teachers to plan lessons with appropriate challenge for pupils of all ability levels. The curriculum is satisfactory and the school is in the early stages of establishing more links between subjects and providing increased opportunities for writing.

Pupils' personal development is good. Pupils behave well and enjoy being at school. This is due to the high emphasis given to their personal development through the curriculum. Pupils say they feel safe, know how to get help and have an excellent understanding of how to stay safe. Parent questionnaires also indicated that most parents think that their child is safe and well cared for. Pupils know how to stay healthy through regular exercise and healthy eating. They make a good contribution to the school, for example acting as ambassadors or buddies at breaktimes.

Leadership and management are good both in the main school and within the Marlborough Centre. The monitoring and evaluating roles of leaders and managers are clearly understood and this has had an impact on raising standards and increasing pupils' progress. Senior leaders know the school well and are clear about what needs to be improved. This understanding is shared with staff at all levels and shows the school has good capacity for sustained improvement. However, a minority of parents who responded to the parent questionnaire expressed concerns about poor communication. Evidence from inspection indicated that the school communicates regularly with parents, for example through newsletters, new-style reports and a having a member of staff on the playground each morning available to take messages from parents.

Pupils in the Marlborough Centre receive most of their learning within the specialist unit. They follow a similar curriculum to pupils in the main school, and share in some activities and, when appropriate, some lessons. They make good progress because of the good care and support they receive.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children clearly enjoy their time in the Early Years Foundation Stage. They transfer to Reception from a number of settings and newly implemented systems are in place to effectively assess skills on entry. Planning to support pupils' progress has improved and is having a positive impact across all areas of learning. Despite low starting points, most children make at least satisfactory progress, with some groups, such as those with statements of special educational needs, making good progress. As a result, they move into Year 1 with broadly average standards. Key social skills such as taking turns, and academic skills, such as counting and writing, are well incorporated into planned activities. Pupils' personal development is good. Daily recording of pupils' learning is not consistently used by staff to inform planning and this can sometimes lead to insufficient challenge for groups and individual pupils, especially the most able. During 'free flow' periods there is some inconsistency of intervention from staff and this leads to a slowing down in learning for some children. All children have access to an indoor and outdoor learning environment, although opportunities are currently more limited outside. The school is aware of this issue and is working with the local authority to enhance provision. The children have been given good opportunities to contribute to these plans.

### **What the school should do to improve further**

- Raise the standards and achievement of all pupils in English, mathematics and science and particularly in writing.
- Build on improvements in teaching and learning so it is consistently good and, provide more opportunities for active learning and greater challenge for pupils of all levels of ability.
- Use assessment data to analyse the impact of the school's actions on different groups of pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

In 2008, overall standards of Year 2 pupils in reading, writing and mathematics were below average. However, there was improved attainment at the higher levels with reading in line and writing just below average. The results from the unvalidated 2008 national tests for pupils in Year 6, in the main part of the school, indicate average standards are reached in English and mathematics but just below average in science. However, when pupils from the Marlborough Centre are included, standards are below the national average. This represented good progress during Year 6 in 2008, compensating for underachievement in previous years. The school has focused very clearly on improving standards. Pupils now make satisfactory progress and, as a result, are currently on track to achieve challenging targets in 2009 at both Key Stages 1 and 2. However, pupils in both key stages make less progress in writing than in reading and mathematics, and consequently standards in writing are lower. The school is aware of this, and is continuing to focus on raising standards in writing across the school. Pupils with learning difficulties and/or disabilities in the main school make progress in line with their peers. Standards in the centre are lower than the national average but pupils make good progress in relation to their starting points.

## **Personal development and well-being**

### **Grade: 2**

Pupils generally enjoy school and are friendly and welcoming to visitors. They talk with interest about their favourite subjects and the additional activities available. Attendance is average and pupils recognise why regular attendance is important for their learning. Behaviour in lessons and around school is good. Children speak highly of the range of support that adults provide for them through initiatives like the 'Place2Be'. As one pupil commented, 'My favourite thing is that teachers look after you.' Pupils contribute to the community beyond the school in a variety of ways through their links with the local secondary school, the church and raising money for charities. Involvement in other projects, such as performing for the elderly in the local community and sending shoe boxes to Romania at Christmas, has helped to enhance pupils' good awareness of the needs of others at home and overseas. Pupils have a growing understanding of the importance of a healthy lifestyle through developing good eating habits and have been influential in the setting up of a healthy tuck shop. Pupils have an excellent understanding of the need to stay safe and they recognise and appreciate the enhanced security around school. The drive for improvement in achievement in mathematics and writing is providing pupils with satisfactory skills for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall and improving due to effective staff training. Most lessons provide a calm and purposeful learning environment where staff demonstrate good relationships with pupils. Pupils usually listen carefully to their teachers' explanations, but they are sometimes too passive during whole-class teaching. Work is planned which matches the needs of most pupils. However, teachers' questions and styles of teaching do not always provide challenge appropriate to all pupils' needs or which actively involves them in their learning. In a Year 5 lesson, where the teaching was good, miniature whiteboards were used effectively to involve all pupils in their learning because focused teaching provided learners with challenge and a brisk pace was maintained. Although elements of good teaching are evident across the school, the overall quality of teaching is satisfactory. Satisfactory lessons are characterised by a slower pace and too much talking by the teacher which limits pupils' opportunities to actively participate in their learning. Teaching assistants provide good support for pupils with learning difficulties and/or difficulties. Teachers regularly mark pupils' work and indicate what pupils need to do to improve. This developing strength is a very consistent feature across the school.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements. The school is developing links across subjects but these are not yet fully established across all year groups. The curriculum supports pupils' good personal development. The curriculum is well adapted for pupils with learning difficulties and/or disabilities and flexibility in planning enables some pupils from the Marlborough Centre to attend lessons in the main school. Staff in the centre provide good support for pupils across the whole school through personal time in 'Place2Be', social skills work and anger management counselling. The curriculum promotes an understanding of cultural and religious diversity through visits to different places of worship and a range of visitors to

the school. Focused learning times, such as specialist music weeks, enhance and support pupils' creative development. The school offers a range of well attended extra-curricular activities which support pupils' good personal development. Pupils report that the range of after-school clubs, such as gymnastics and football, contribute to their enjoyment of school. The school is developing the outdoor environment in order to further support learning for all pupils.

## **Care, guidance and support**

### **Grade: 3**

The school provides a secure and safe environment for all pupils. All safeguarding requirements are met. Procedures for child protection are well established and understood by staff. The school's emphasis on improving attendance has been successful and it is now satisfactory overall. The school is working to improve this further through its use of attendance rewards. Pupils receive excellent guidance to ensure their own safety both in and outside school. It works closely with a range of external agencies including the local authority to ensure pupils have access to suitable support. The 'Place2Be' provides good support for both families and pupils. Assessment systems help leaders and teachers to check pupils' progress and tackle any underachievement. Teachers use assessment data to plan for progress, but this is not used to track the attainment of different groups of pupils. Pupils are aware that they have targets, but their understanding of what they need to do to get better is inconsistent. Pupils with learning difficulties and/or disabilities are well supported in small focused groups, both in the main school and the centre.

## **Leadership and management**

### **Grade: 3**

The good leadership by the headteacher is demonstrated by her relentless drive to improve the quality of teaching and learning and raise standards across the school. This vision is shared by leaders all at levels and by staff. The quality of middle leadership is good and has been considerably strengthened through the support and training provided by the local authority through the intensifying support programme. Middle leaders now have a clear understanding of how they contribute to whole-school improvement and of their accountability. Self-evaluation across the school is effectively used to identify key areas for improvement. Reports on progress against action plans are provided termly to the governing body. Rates of progress have improved as a result of actions to improve teaching and new systems for monitoring and evaluating the progress of all pupils. However, the school's analysis of information tracking the progress of different groups is underdeveloped. The school has a good understanding of its context within local, national and global communities. However, action planning and systems for evaluating the impact of provision for promoting community cohesion are still in the early stages of development. It is satisfactory overall. Links with the local community are satisfactory. Governors have a clear understanding of the school's strengths and areas for improvement and provide a good balance of challenge and support.



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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?	3
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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

6 March 2009

Dear Pupils

Inspection of Hoo St Werburgh Primary School and Marlborough Centre, Rochester, ME3 9BS

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you and watching you learn and play. We can see that you enjoy being at school and you feel very safe. We think that your school gives you a satisfactory education and teaches you how to be considerate to each other.

What we liked about your school:

- It is now better since it was last inspected.
- Your headteacher leads your school well and makes sure that you enjoy your time at school and try your best.
- Your teachers know how well you are doing and what you need to do to make more progress.
- You get on well with each other and with adults in school.
- You behave very sensibly and know how to keep yourselves safe.

Here are some of the things we have asked your school to do to make it even better:

- Improve standards, particularly in your writing.
- Ensure teachers make sure that you are all involved as much as you can be in your learning during lessons.
- The headteacher is to find out how well different groups of pupils are achieving in school.

You can help by answering more questions in class and asking the teachers questions about what you are learning.

Yours faithfully

Linda Pickles

Lead inspector