

Wainscott Primary School

Inspection report

Unique reference number	118325
Local authority	Medway
Inspection number	379595
Inspection dates	22–23 March 2012
Lead inspector	Jeanie Jovanova

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Peter Casselton
Headteacher	Elizabeth Green
Date of previous school inspection	5–6 October 2006
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Age group	4–11
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Introduction

Inspection team

Jeanie Jovanova

Additional inspector

David Webster

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons taught by seven teachers. They held meetings with staff, pupils and members of the governing body. They attended an assembly, made observations on the teaching of phonics (pupils learning letter patterns and the sounds they represent) and listened to pupils reading. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation relating to safeguarding and child protection, the school's self-evaluation, the school development plan, minutes of meetings held by the governing body and data relating to pupils' performance. They analysed the responses of the 93 questionnaires returned by parents and carers as well as those completed by pupils and staff.

Information about the school

This is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is lower than the national average but is increasing.. The proportion of disabled pupils and those who have special educational needs is similar to that of schools nationally. Most pupils are of White British heritage. the proportion of pupils who speak English as an additional language is low with few who are at the early stages of language acquisition.

There have been a number of staff changes since the last inspection. Since January 2010, a new headteacher, special needs coordinator and leader of Key Stage 1 and the Early Years Foundation Stage have all been appointed to a restructured senior leadership team.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school where pupils achieve and behave well. Parents and carers are unanimous in agreeing they would recommend this school to others and say that it provides a supportive family atmosphere in which pupils thrive. It is not outstanding because teaching is not consistently outstanding and, consequently, there are inconsistencies in the progress pupils make in certain subjects and across year groups.
- Pupils achieve well from low starting points, to attain in line with national averages by the time they leave Year 6. They make good progress in most subjects in most year groups because teachers plan exciting and relevant lessons. There are a few pupils whose progress in reading is a little slower because texts do not always interest them or challenge them sufficiently to improve their reading skills.
- Teaching is typically good because it excites and enthuses pupils. Teachers skilfully encourage pupils to evaluate how well they are learning which motivates them to listen and apply themselves diligently in lessons. In a few lessons, tasks are not matched well enough to pupils' needs to ensure that all pupils make the progress of which they are capable.
- Parents and carers agree that behaviour is good. Pupils treat each other with respect because they believe everyone should be valued, a principle which was clearly encompassed in a Year 5 pupil's comment that 'we are all human beings'.
- Leaders and managers, including members of the governing body, promote a clear and aspirational vision which is shared by the whole school community. Good procedures are in place to monitor teaching and learning, for the performance management of teachers and to develop good practice by sharing ideas with a network of local schools.

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What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that teachers match tasks to meet pupils' individual needs more precisely.
- Promote reading more positively in order to engage, and improve the progress of, the more reluctant readers by ensuring pupils have access to a range of texts that challenge them appropriately and relate to their interests and preferences.

Main report

Achievement of pupils

Pupils make good progress in the majority of lessons because the pace is brisk and expectations are high. Teachers elicit high levels of participation and pupils are keen to contribute. For example, in a Year 2 mathematics lesson, pupils worked diligently using a grid to help them with multiplication tasks. The teacher made it clear that she was looking for pupils who could demonstrate understanding and would be ready to complete similar work without a grid the next day and this motivated pupils to try their hardest. Scrutiny of work indicates that pupils make good progress because marking informs them of the next steps necessary to improve their learning. By the time all groups of pupils leave the school, they are well prepared for the next phase of their education because they have made good progress from their starting points, achieve well and have positive attitudes to learning.

Pupils enter the Early Years Foundation Stage with skills and knowledge that are low in comparison to those of typical four-year-olds, particularly in communication, language and literacy. They make good progress and enter Year 1 just a little below average. Pupils continue to make good progress in Key Stage 1 because teaching builds on pupils' prior knowledge. Phonics is taught well and pupils make good gains in their understanding of the sounds letters make with the result that attainment in reading is broadly average by the end of Year 2. This good progress is sustained in Key Stage 2 with pupils reaching securely average standards by the end of Year 6. However, for a very small minority of pupils, reading is a chore rather than a pleasure. This is because books selected for guided reading do not always appeal sufficiently to the pupils' interests so they are not motivated by them.

Throughout the school, the needs of pupils who are known to be eligible for free school meals are met well so that, by the end of both key stages, they have made similar good progress to other pupils. The school is also successfully closing attainment gaps for disabled pupils and those who have special educational needs, particularly in writing and mathematics, because teaching assistants support them well. Pupils who speak English as an additional language also make similar progress

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to other groups in school because of the emphasis in many lessons on the vocabulary and language features needed to complete the task. Parents and carers state overwhelmingly that their children make good progress at the school and inspection findings support this.

Quality of teaching

Pupils, parents and carers expressed the view that teaching was good, and this is borne out by inspection findings. Assessment for learning is well developed in most year groups and teachers are skilled at ensuring that pupils understand how to measure whether their learning has been successful. For example, in a Year 1 English lesson, pupils helped to set the success criteria for meeting the learning objective themselves based on the features they knew they would need to produce a successful piece of descriptive writing. They then went on to assess the work their peers read out when on the writer's hot seat with tact, sensitivity and a crisp understanding of the language required for this type of writing. Teachers use questioning really effectively to move pupils' thinking forward. The pace is brisk in most lessons, and tasks are linked to real-life situations, which motivate pupils to engage and respond enthusiastically. For example, in a Year 5 literacy lesson, pupils had to think of a range of incisive and relevant questions to use when interviewing a sports personality. They all made gains in their understanding of what kind of questions led to a more revealing interview and why. In a small minority of lessons where teaching is less effective, pupils make less progress because teachers do not always take account of all pupils' prior learning when planning tasks and tasks do not meet their individual needs closely enough.

The planned curriculum is effective at enhancing pupils' learning. Initiatives designed to promote skills in mathematics and communication across the curriculum have had a positive effect. During a Year 6 lesson on wartime propaganda, pupils made great gains in their understanding of the techniques of persuasive writing because they were keen to create their own poster to persuade families to evacuate their children. They had developed a deep empathy with evacuees during a visit to a local museum and used this, and some examples of actual propaganda posters, as a stimulus for their own designs. In a Year 5 lesson on Ancient Egypt, pupils made nets of pyramids, which gave the teacher an opportunity to assess how well they could apply previously learnt mathematical concepts about shape and space to a concrete situation. Through such links in subjects, during assemblies and through carefully chosen trips and visitors into school, the school promotes pupils' spiritual, moral, social and cultural development well.

Behaviour and safety of pupils

Pupils' behaviour contributes well to a calm and purposeful environment both in lessons and around the school. Inspectors found that pupils are typically polite and respect each other, adults and the school environment. The school's records confirm this as there are no major behavioural incidents recorded and there have been no exclusions in the last year. The very large majority of pupils, staff, parents and carers

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agree that behaviour is good. Pupils are attentive in lessons; they take part in whole-class discussions and work diligently on independent tasks. They enjoy coming to school and this is borne out by the high attendance figures.

Pupils say they feel safe in school and parents and carers unanimously agree that the school keeps pupils safe. They take active steps to ensure their safety by, for example, writing letters to the local council to ask for road safety measures to be increased near the school. Pupils have a good understanding of what constitutes different types of bullying, including physical, name calling and cyber-bullying as well as the use of text messaging. They could discuss a range of sensible and mature actions to take should they find themselves in such situations. Although bullying of any type is exceedingly rare, pupils know that they could go to any of the teachers for help.

Leadership and management

The leadership of the headteacher and senior teachers is strong. They have worked well together to drive the school forward in the bid for improved achievement. Since the previous inspection, leaders and managers have further improved performance in Key Stage 1. The introduction of a more rigorous, whole-school approach to tracking pupil performance has helped leaders and managers identify any groups at risk of underperforming and take appropriate actions. The senior team communicate their vision clearly to the whole school community. Teachers share their high expectations and are now involved in termly monitoring, the results of which are closely scrutinised in order to inform future actions and ensure all pupils and groups of pupils make good and at times better progress. Leaders and managers successfully promote equality and tackle discrimination. The governing body has a good understanding of school performance data and challenges the school's performance well. All staff who completed the questionnaires feel that their professional development needs are met well and that leaders do all they can to improve teaching. In view of these improvements and inspection findings, the school has a good capacity to improve.

School leaders and members of the governing body ensure arrangements for safeguarding are very secure. The curriculum is good, particularly where strong links exist between subjects. A topic on the rugby world cup successfully and imaginatively linked design and technology, mathematics, history and geography. A topic on Vikings led to some outstanding writing when pupils had to imagine that they were a monk reporting the sacking of their monastery to the local bishop. Pupils say they are excited by such topics and it helps them learn more. The school promotes physical activity well and pupils are proud of the school's achievements in borough-wide sporting activities. The school promotes pupils' spiritual, moral, social and cultural development well, through assemblies that bring pupils together in acts of communal praise and celebration, lessons that challenge their understanding of human experiences, and trips and visitors that expand their cultural horizons.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 March 2012

Dear Pupils

Inspection of Wainscott Primary School, Rochester, ME2 4JY

Thank you for helping inspectors learn more about your school on our recent visit. We appreciated the friendly welcome you gave us, enjoyed talking to you about your work and hearing some of you read. We understood why your responses in the questionnaire were so positive and we agree with you that yours is a good school.

These are some of the best things we found.

- You make good progress overall.
- You are very positive about the teaching you receive and we agree that it is good.
- Teachers encourage you to evaluate your own work and help you to know how to improve.
- You are polite and treat each other with respect.
- You say you feel safe and the school keeps you safe.
- You enjoy coming to school and attend well.
- You like the chance to study topics in depth and use writing and maths across the curriculum.

To make things even better, we have asked your school to improve teaching so that more of it is outstanding. This can be achieved by making sure that activities match your individual needs and you are constantly challenged. We have also asked your school to make sure there are enough high quality reading materials available for you so you can all read things that interest you and develop as readers. You can help by discussing books with your friends and telling your teachers if work is too hard or too easy for you.

We wish you all the very best for the future.

Yours sincerely
Jeanie Jovanova
Lead inspector

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