

# Wayfield Community Primary School and Nursery Unit

Wayfield Road, Chatham, Kent, ME5 0HH

**Inspection dates** 31 January–1 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, the school has maintained its nurturing and caring strengths at the same time as improving achievement, teaching and leadership.
- Behaviour is good in lessons and around the school, and pupils feel safe and secure. Their enthusiasm for learning helps them to achieve well.
- Pupils make good progress in reading, writing and mathematics. By the time they leave the school, they reach levels that are in line with those achieved nationally. Their reading and writing skills are not as strong as those in mathematics.
- Good teaching makes learning interesting and fun for pupils so that they try hard.
- Strong links with parents and the children's centre help children to settle into the Early Years Foundation Stage and learn to enjoy school and their learning.
- Pupils find the curriculum, planned around topics, stimulating and they develop independence and resilience in their learning.
- The headteacher and governing body give strong leadership and direction to the school's work, and senior leaders, managers and staff work effectively as a close team to bring about improvement.

### It is not yet an outstanding school because

- Pupils' progress is not outstanding because of minor inconsistencies in the quality of teaching, including marking and the level of challenge throughout lessons.
- There is not enough emphasis on legible handwriting at all times and the extension of pupils' wider reading skills.

## Information about this inspection

- Inspectors observed significant parts of 16 lessons involving all teachers who were teaching during the inspection. One lesson was observed jointly with the headteacher. Inspectors listened to a sample of pupils read.
- Meetings were held with the representatives of the governing body, local authority, staff and a group of pupils.
- Inspectors observed the school’s work, attended an assembly, visited the breakfast club and scrutinised pupils’ work, progress data, evaluation and development documents, safeguarding information, records relating to behaviour and attendance, and minutes of the governing body meetings.
- Inspectors took account of 14 responses to the online questionnaire (Parent View), together with written comments from six parents and questionnaires completed by nine staff.

## Inspection team

Helen Hutchings, Lead inspector

Additional Inspector

Ken Bryan

Additional Inspector

## Full report

### Information about this school

- Wayfield is an average-sized primary school. It has Early Years Foundation Stage classes for Nursery- and Reception-aged children.
- The large majority of pupils are of White British heritage, with a number of other backgrounds, including Romany or Gypsy, represented in small numbers. The proportion of pupils who speak English as an additional language is below that found nationally.
- The proportion of pupils who are eligible for support through the pupil premium (additional funding provided by the government for groups of pupils, including those known to be eligible for free school meals) has doubled since the last inspection and is high.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- More pupils than seen nationally join or leave the school at times other than into Nursery, Reception or Year 1 classes.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school runs a before-school breakfast club.
- The governing body manages a nursery for children aged two and a children's centre attached to the school. These are inspected separately.
- The school does not use any alternative provision for pupils' education.
- There have been a number of staffing changes since the last inspection, including three new teachers in January 2013.

### What does the school need to do to improve further?

- Improve teaching so that pupils make outstanding progress by:
  - checking on pupils' progress more often during lessons and, when necessary, quickly changing the tasks pupils are working on so that they do not waste time doing things they can already do easily
  - making sure that teachers' marking always shows pupils how to improve and that teachers regularly give them opportunities to follow up on the advice given.
- Raise pupils' attainment further by:
  - planning more opportunities for pupils to apply their reading skills widely and in different ways across the curriculum
  - rigorously implementing the school's handwriting policy, particularly in Reception and Key Stage 1, to improve the legibility of pupils' handwriting
  - consistently pointing out grammatical errors in pupils' speech.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has improved since the last inspection. Pupils make good progress from their starting points, whether in Nursery, Reception or if they join the school later. Although the school's attainment in the Year 6 English and mathematics tests has fluctuated, for the first time in 2012, results matched the national averages. The information on the progress of pupils currently in the school, confirmed during the inspection, shows that they are making the good progress needed to continue this level of attainment.
- There is considerable variation in children's starting points, but, taken together, their skills and understanding are typically below those expected for their age. In the Nursery, Reception and Key Stage 1 classes, children make good improvements in their speaking and listening, and develop self-confidence. Attainment in the Key Stage 1 assessments in reading, writing and mathematics have improved steadily over the last five years, and pupils' attainment in 2012 reached that found nationally, giving pupils a firm foundation for later learning.
- Attainment in writing and mathematics has improved faster than in reading in recent years. The teaching of reading in Key Stage 1, including the teaching of letters and their sounds (phonics), is well organised and the school's continued focus on improving reading is having a positive impact in all years, particularly for higher-attaining pupils. However, pupils do not yet use their reading skills widely enough, for example to research information by themselves across the curriculum.
- Although pupils understand grammatical errors in their writing, they do not always apply this knowledge when speaking in lessons. Similarly, although they develop their handwriting in specific practice sessions, they do not always take as much care when writing for other purposes because teachers are not implementing the school's new handwriting policy quickly enough.
- The school's revised system for tracking the progress of pupils is used effectively to give additional support at an early stage when a pupil is not making the expected progress. Teaching assistants have been trained well to manage additional support programmes, including one-to-one tuition and regular small group sessions. These successfully accelerate pupils' progress. Consequently, there is no significant difference in the progress of groups of pupils, including those who are disabled or have special educational needs, Romany or Gypsy pupils and those who join the school in Key Stage 2. This reflects how the school gives all pupils equal opportunities to succeed.
- Similarly, the school has developed strategies which support pupils eligible for pupil premium funding to overcome barriers to their learning. As a result, the gap in performance of this group and their peers, measured by their average points score in assessments at the end of Year 6, is closing.

### The quality of teaching is good

- The strong emphasis on improving teaching since the last inspection has resulted in teaching which is good over time and ensures that pupils make consistently good progress.
- Teachers link literacy lessons well to topic work which makes learning interesting for pupils and gives them opportunities to practise their skills in situations which they enjoy. Teachers explain learning clearly so that pupils are motivated by monitoring their own progress and seeing their improvement. For example, when writing their own 'Great Bear Myth', the review of some of their writing electronically, on a large screen, helped all of them to reflect and check on their success in using extended sentences.
- Teachers give pupils regular opportunities to talk about their learning, such as sharing ideas with partners before writing. Similarly, younger pupils have frequent opportunities to read to an adult, boosting their confidence. Bright, inviting classroom libraries effectively encourage pupils to pick up books when they have a spare moment.

- Lessons are planned effectively with different tasks to match the range of pupils' needs within the class. In the best lessons, teachers monitor the progress of each group closely and change tasks when pupils are finding them either too easy or too hard. However, not all lessons are as challenging as this and the pace occasionally slows down. This happens particularly when more able pupils sometimes have to listen for as long as the whole class when they are capable of working on their own earlier. Nevertheless, teaching across the school enables pupils of all abilities to make good progress from their starting points.
- Teachers regularly assess pupils' attainment. They use this information well to spot when a pupil's progress begins to slow down and to introduce ways to fill any gaps in knowledge, for example using the phonics check in Year 1.
- Pupils use the target sheets in their books well to chart their own progress and to know how to reach the next level. Regular marking of work points out how it could be improved, and pupils often respond to indicate that they have read the advice. Occasionally, repeated errors in grammar are not picked up quickly enough. Sometimes, teachers do not set enough time aside for pupils to follow up on the advice given, for example to correct work or undertake an additional task to show that they have fully understood the teacher's comment.

### **The behaviour and safety of pupils** are good

- Pupils behave well and are considerate of one another's feelings because of the way the school promotes positive relationships and robustly challenges any possible discrimination. Pupils know that there is always someone on hand to help if they have any concerns and they feel able to ask for support when needed.
- Records of incidents show the effectiveness of the school's behaviour policy, introduced since the last inspection, in reducing unacceptable behaviour. Teachers and teaching assistants manage behaviour firmly and fairly to avoid pupils' learning being disrupted when, occasionally, one of them finds it difficult to meet the school's expectations.
- Pupils respond well to the school's focus on hard work and achievement. Pupils, including those who sometimes find learning difficult, show considerable determination to succeed in their tasks. This was seen when Year 5 pupils solved problems using their multiplication and division skills. The importance of resilience and good social skills is promoted well from the time children start school.
- Links with the on-site children's centre mean that many children are already comfortable within the school before they join the Nursery. Similarly, the seamless link gives parents confidence to share concerns with school staff at an early stage.
- Pupils understand safe and unsafe situations and know how to deal with any incidents of bullying when they occur. Events such as 'Beat Bullying Weeks' are promoted well. They give pupils a good understanding of different forms of bullying and the impact of inconsiderate behaviour, such as name-calling and cyber bullying, on others. Pupils whose circumstances make them vulnerable have good support in small group sessions and quiet areas where they can go during lunchtime.
- The school has worked hard to promote good attendance and punctuality, challenging absence and supporting families to improve punctuality. The success of the school's approach is reflected in a significant reduction of absence in recent years so that attendance is now average.

### **The leadership and management** are good

- The headteacher and leadership team guide the school's development well, as seen in the improvements made at the same time as managing significant staff changes. Senior leaders have ensured that staff, including those who are new to the school, have a clear understanding of school policy and the part they can play in school improvement.

- Staff have an accurate understanding of the school's work, and improvement planning is closely matched to improving the aspects of its work which will bring about the greatest improvement in pupils' achievement.
  - Senior leaders have worked closely with the local authority to bring about improvement. The local authority has given the school good practical support over the last year and provided additional consultancy, particularly to develop teaching, which has accelerated the school's rate of improvement.
  - The improvements in teaching are the result of a rigorous programme of monitoring, together with focused support and professional development. Performance management arrangements are based on challenging targets and discretionary pay increments have to be earned. Teachers indicate that these arrangements are clear and implemented fairly.
  - The curriculum is thoroughly enjoyed by pupils, and enables them to develop their literacy and numeracy skills well. It is enriched by clubs, visits and visitors. Pupils speak about their enjoyment of topics such as fairy tales, Aztecs, light and sound and performance poetry. The needs of pupils of different abilities are met well. For example, while lower-attaining pupils have additional support from teachers and teaching assistants, higher-attaining pupils have some lessons by secondary school teachers to extend the challenge of their work. As a result, more pupils are working at higher levels, more often, than was previously the case.
  - Assemblies and special events are used well to promote the school's values and pupils' spiritual, moral, social and cultural development. Pupils have a good awareness of different cultures and faiths, an area for development identified in the last inspection.
  - **The governance of the school:**
    - Governors are aware of the school's strengths and weaknesses because they know what is happening and are accessible to parents. Systems for governance have been strengthened this year and governors trained in their roles. Governors hold senior leaders to account for the school's performance and compare this with other schools. They discuss and know about the quality of teaching across the school, how weaknesses in teaching have been challenged and how improvements in achievement are being maintained and built upon. They make sure that salary progression for staff is justified. The governing body has close oversight of the school budget, for example ensuring that pupil premium funding is targeted to activities to close attainment gaps. This includes funding places at the breakfast club to ensure a positive start to the school day and to improve attendance. As well, supporting access to electronic books boosts reading skills and pupils' interest in reading. Governors fulfil their statutory duties; requirements about health and safety and the safeguarding of pupils and staff are met in full.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118579
<b>Local authority</b>	Medway
<b>Inspection number</b>	405788

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Nairn
<b>Headteacher</b>	Valerie Rose
<b>Date of previous school inspection</b>	27–28 September 2010
<b>Telephone number</b>	01634 336350
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