

Wainscott Primary School Profile

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Wainscott Primary School

Wainscott Road, Wainscott

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<http://www.wainscott.medway.sch.uk>

Children's Service Authority:	Medway
Age range:	4-11
Number of pupils:	200
Head teacher:	Mrs Alison Tester
Chair of governors:	Mr Colin Taylor

What have been our successes this year?

Mr. Donovan continues to cover PPA time ensuring that pupils are always taught by a fully qualified teacher.

Sport and PE at Wainscott has continued to thrive and develop. Due to our facilities and equipment there has been a high level of teaching and performance throughout the school. In recognition of this the school have been awarded the Sport England Active Mark Award for ensuring that all pupils receive, at least, 2 hours high quality PE each week.

The school is striving to raise standards in writing by working through the "arts" to provide opportunities for children to improve their literacy skills in speaking, listening, performing and writing for a purpose. At Christmas both the infants and the juniors performed to parents in plays of a very high standard. This year Year 6 will be performing "Back to the Eighties" and we are confident that the performance will be of a very high standard.

Music has continued to be a strength of the school with every child in Key Stage 2 being taught a musical instrument this year. The Musical Showcase showed the strength in depth of our children's achievements.

The academic achievements of the children have continued to rise this year.

What are we trying to improve?

The school is constantly trying to improve standards in all areas of the curriculum for all children. Our focus this year has been in raising standards in literacy through work particularly in drama and the arts subjects. We held a Book Week in March and the children wrote about the theme "Super Heroes" which the boys in particular enjoyed.

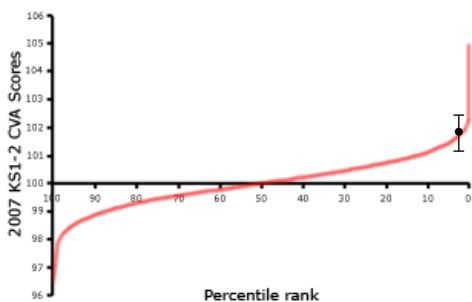
Pupils in Years 3 and 5 have worked on poetry this year as part of the school's involvement in the UK Literacy Association National Project.

This year we have continued to develop "personalised learning." All children have targets and have constant advice on how they can raise the standard of their work. Mr Donovan has been working with groups of children to help them raise the standard of their work in maths and Mrs Tester has worked with pupils in years 5 and 6 to develop their comprehension and reading skills.

Having worked alongside a speech technician, we now have two teaching assistants trained in helping pupils with speech production problems.

We are also aware of the needs of our Gifted and Talented children and we provide additional support for pupils wishing to take the 11+. The school has continued to provide additional support in Maths and Verbal Reasoning this year.

How much progress do pupils make between age 7 and 11?

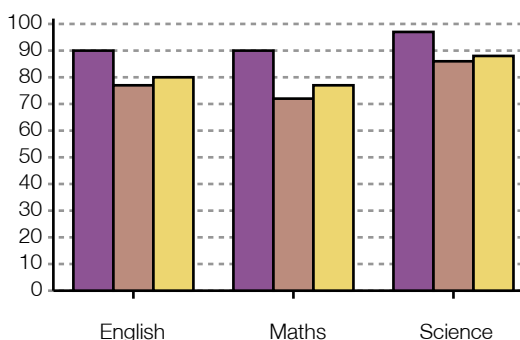


- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

The progress that pupils make is reflected in our value added score. This is over the average 100 particularly in maths and reading. The Value Added Score gives a better reflection of the progress of the children as it compares how the pupils have improved between the end of year 2 and year 6. Percentages of levels achieved often mask the real achievements of pupils who have worked hard to achieve a level of success that is recognised as being below that required of a pupil at that age.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

As detailed in our OFSTED report children in year 6 are working above average in Science, Mathematics and ICT. They also achieve above average scores in reading. In writing pupils achieve slightly below average scores, particularly the boys. This year we have been placing a great emphasis on writing to address this issue.

How have our results changed over time?

Our results have improved over the last three years and this was reflected in our best ever results this year and in our OFSTED report. Statistics alone do not represent the hard work and real progress that our pupils make. A pupil with Special Educational Needs may make impressive improvement to reach a level 3 at the end of Key Stage 2 but this is not reflected in the percentages and targets which are based on the percentage of pupils achieving level 4 or above at the end of year 6.

The school operates a "Tracking System" which enables us to monitor the progress of each individual child. This information is used by all teachers to set individual targets for their pupils and structure effective group support where necessary.

The governors take a keen interest in the achievements of pupils and monitor carefully progress during the year. Particular attention is paid to children with special educational needs, looked after children and pupils from ethnic backgrounds. Standards are reported and discussed at each Governing Body Meeting.

Children are expected, with the exception of those with special educational needs working at School Action Plus, to achieve two sub-levels per year in English, Maths and Science.

How are we making sure that every child gets teaching to meet their individual needs?

Each class has a Teaching Assistant in the morning, with Mrs Ryan's class having a full time Teaching Assistant for the whole day. Teaching Assistants support the class teacher in the mornings when the Literacy and Numeracy sessions mostly take place. Work is differentiated to meet the needs of all pupils and whole class teaching takes place as well as group work.

In the afternoon the Teaching Assistants work with groups of pupils who are underachieving or have special educational needs. Mr Donovan and Mrs Tester also run programmes of support for gifted and talented children as well as for pupils needing extra support.

All pupils are set targets and their work is assessed on a regular basis and pupils informed of how they can raise the standard and level of their work.

All staff are given many opportunities to train and develop their expertise to enable them to support all pupils of varying abilities. The development of ICT and the use of interactive white boards has enabled us to motivate children to learn who previously found learning more difficult.

How are we working with parents and the community?

Friends of Wainscott continues to provide support both financial and social for the school. All parents are encouraged to use their membership of the association to provide support for the school and to benefit from the social events that the committee plan.

Community groups are welcomed into the school to enhance learning. The school has a business link with Medway Enterprise Business Partnership.

Our close ties with local schools through the Howard School Partnership has enabled our pupils to compete against other children in many sports and activities.

The school choir visits Frindsbury Hall Nursing Home and Wayne Court residents to sing carols and entertain the senior citizens.

Our school hall is a community hall which is used by a number of clubs outside school hours.

The school runs a number of after school clubs. Smilers, our on-site private provider, also enables pupils at the school to access pre-school and after school care as well as activities during school holidays.

Parents attend the Harvest Festival, Christmas plays and musical productions. They are invited to attend two parents' evenings per year and receive a report on their child's progress annually.

What have pupils told us about the school, and what have we done as a result?

Last year the School Council identified the need to improve playtimes. They have this year raised money to provide play equipment which has proved very popular.

Pupils told the OFSTED inspectors that they enjoyed school and felt safe. They appreciated having their work marked and comments given by the teachers on how to improve their work.

Opportunities for more drama and arts activities have been provided this year within the curriculum.

How do we make sure our pupils are healthy, safe and well-supported?

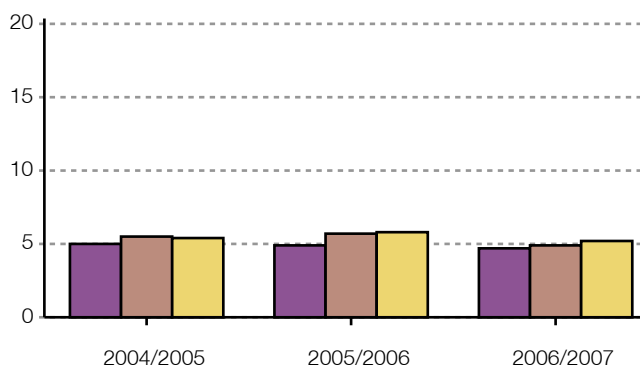
Pupils who have medical needs have care plans which are drawn up with the parents ensuring that their needs at school are met. The school has a number of qualified first aiders ensuring that the school has a first aider available at all times. The administration of medicines policy is strictly adhered to and ensures that pupils do not have access to dangerous drugs. Procedures are in place to care for pupils who suffer from a variety of allergies.

The school has a set of positive school rules which both adults and children are expected to adhere to. Good behaviour and manners are rewarded at all times. A School Council of pupils raises and discusses any areas of concern that the pupils may have and Mrs Brunnick-Ryan ensures that these are raised with the Senior Management Team and are dealt with wherever possible.

The school has a CCTV system and a secure waiting area and all other exit doors are one way only. The school grounds are fully fenced.

All pupils are taught through science and PSHE lessons the importance of healthy eating. This year the school has received the Healthy Schools Award. The pupils are also taught in PE lessons the importance of exercise.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

The figures printed above reflect both authorised and unauthorised absences. There are a considerable number of families who take holidays during school time and this reflects in our figures. We continue to request that parents do not take their children out of school for holidays particularly in years 2 and 6.

100% and very good attendance is celebrated with certificates at the end of the academic year.

What activities and options are available to pupils?

The school has a varied number of after school sports clubs run by teachers and a few parents. These have included football, rugby, kwik cricket, basketball, athletics and gymnastics. Pupils take part in competitions and pupils in years 4, 5 and 6 swim weekly for one term.

Other clubs include drama, choir, recorders, and Bible Corner. Our choir and recorder groups take part in the Medway Music Festival and music is celebrated in school throughout the year.

Provision is available through Smilers for breakfast club, after school clubs and holiday clubs for any pupil who requires it.

A wide range of educational visits and activities are planned to complement and enhance the curriculum. This year visits have included trips to The Dockyard, the Science Museum, Farming World, local lambing sheds and Cobtree Museum.

Pupils are encouraged to support charities and raise money through their own efforts and ideas.

Thanks to the Friends of Wainscott, the whole school visited a Maidstone theatre to see the pantomime Sleeping Beauty. This event was a great success as many children had not previously visited a theatre. The excellent standard of behaviour by the children was commented on by a member of the public.

What do our pupils do after leaving this school?

At the end of Year 6 pupils at Wainscott School go to a variety of secondary schools. From this September fourteen of our Year 6 pupils will be moving on to The Hundred of Hoo Comprehensive School. Two boys will be going to the Maths School and one girl to Chatham Grammar School for Girls. One girl will be moving on to Fort Pitt, two girls to Rochester Grammar School for Girls and one girl to Rainham Mark Grammar School. Four girls are going to Chapter School, one boy to New Brompton College, one boy to Rivermead and one boy and one girl to St. John Fisher Comprehensive School.

All Year 6 pupils have the opportunity to spend part of a day at their chosen new secondary school. The Year 6 teacher and the Special Educational Needs Co-ordinator speak to teachers from each receiving secondary school to pass on information about their pupils' educational achievements and any other relevant information. This helps to encourage a smooth transition to the next phase. Children are also given the opportunity to discuss any fears they may have about transition to secondary school through class Circle Time.

Ofsted's view of our school

Wainscott Primary is a good school where pupils achieve well and make good progress in their personal development. Parents and governors hold the school in high regard and give it very good support. As one parent remarked, 'We are very pleased with the school. Staff work hard to ensure our children are cared for, valued and taught well.'

Effective leadership and management and a more settled staff have given rise to recent improvements in educational provision and pupils' achievements. Information and communication technology (ICT) is considerably stronger than at the time of the last inspection. Provision in this subject is now good and pupils make good progress in acquiring and using ICT skills. Careful assessment of pupils' needs and targeted support has led to good improvements in mathematics. Standards in this subject are above average in Year 6 and pupils are achieving very well. Standards in English and science are just above average. In English, pupils do better in reading than they do in writing. While achievement in writing is satisfactory, and it is an area targeted for improvement, work so far has been less effective than that in mathematics. Girls do better than boys in writing, particularly in Years 1 and 2. The range of opportunities for pupils to write in different subjects is too limited and this means that they do not achieve as well as they should by the end of Year 6. Good provision in Reception means that children make good progress in all areas of learning and reach expected standards. Across the school, effective teaching and learning and a well planned curriculum contribute to pupils' good achievement. Most lessons are interesting and maintain a brisk pace. Pupils make good progress when they are challenged and work is well matched to their needs. In a few lessons, particularly in Years 3 and 4, pace is a bit slow and activities do not build on what pupils already know and as a result learning is not as good. A good range of additional activities, with music being a particular strength, provides enrichment and enjoyment to pupils' learning. Pupils receive good care, guidance and support. This results in their good personal development. Pupils thoroughly enjoy school, which is reflected in their good attendance. Attitudes and behaviour are generally very good, although these can occasionally decline when the pace of lessons slows. Pupils show a good understanding of the importance of a healthy lifestyle and keeping safe. They take responsibility and make good contributions to the local and wider community. Pupils are well prepared for the next stage of their education. The school has a clear understanding of what it does well and where there is room for improvement. Effective action has been taken to improve provision and raise standards, although there is still more to do to raise achievement in writing and achieve consistency in teaching and learning. The headteacher provides strong leadership and direction. Other senior staff and subject leaders' roles are well developed and they provide good support. These factors have contributed to good improvements and the favourable outcomes for pupils.

Date of last inspection: 06-Oct-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Wainscott Primary School](#)

What have we done in response to Ofsted?

Following our successful OFSTED in October we have continued to improve the opportunities for pupils to write for a meaningful purpose. Drama, poetry and music are used in the curriculum to enhance writing. The revision of the Primary National Strategies next year will further enhance our desire to improve pupils' writing.

From September Mrs Elsworth is being released from class teaching responsibilities for 2 days a week to work with pupils who are underachieving in English. Mr Donovan will continue to work with pupils in mathematics. Careful monitoring of the pupils work and test results will enable us to target children and provide additional support for those pupils in need.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01634 717301

Our website <http://www.waincott.medway.sch.uk>
