

# Twydall Primary School, Nursery and Children's Centre

Twydall Lane, Gillingham, Kent, ME8 6JS

## Inspection dates

5–6 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils do not make the progress they should in Key Stage 2, given their starting points, especially in mathematics.
- The quality of teaching is typically weak in Key Stage 2. As a result, many groups of pupils do not make enough progress. These groups include girls, those eligible for additional funding, the most able, physically disabled pupils and some with special educational needs.
- Teachers do not plan well enough in Key Stage 2 to build on the strong progress that pupils have made previously. They do not all assess pupils' work accurately.
- Pupils have too little time to complete their work in lessons so they can learn well. They receive too little guidance in teachers' marking about how to improve their work.
- Some pupils misbehave at playtimes and this is not properly followed up by staff.
- Leaders do not have an overview of how well groups of pupils are doing and do not check the impact of their work to improve the school well enough. Their view of how well the school is doing is inaccurate and they have not shown they can make the necessary improvements.
- Leaders have not sustained or improved on the good achievement and teaching seen in Key Stage 2 during the previous inspection.
- Governors do not know enough about how well pupils are achieving and so do not hold the school to account, or check that teachers' pay awards match their performance. They do not know how the school spends additional funding or its impact on the progress of eligible pupils.

### The school has the following strengths

- In the Early Years Foundation Stage children do well, and in Key Stage 1 pupils make good progress and reach above average levels of attainment.
- Most pupils are polite, hardworking and get on well together.
- Pupils say they feel safe in school.

## Information about this inspection

- Inspectors observed 22 parts of lessons in a range of subjects and year groups, including in the Early Years Foundation Stage. There were 14 lessons which were observed jointly with members of the senior leadership team.
- Inspectors took account of the 56 responses to the online parents' and carers' survey (Parent View). They also spoke to individual parents and carers as they arrived with their children.
- Meetings were held with various members of staff and representatives from the governing body. Inspectors spoke to pupils and looked at behaviour in lessons and around the school.
- The inspectors also looked at documentation about pupils' progress, teaching and planning. The school's documents on safeguarding were scrutinised, together with records of attendance and pupils' behaviour.
- They listened to pupils reading and looked at their work.

## Inspection team

Helen Howard , Lead inspector

Additional Inspector

Keith Holmes

Additional Inspector

Carol Vant

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

The school should not appoint newly qualified teachers.

## Information about this school

- Twydall is larger than the average-sized primary school, with more girls than boys. Most pupils are White British.
- In the Early Years Foundation Stage there are three Reception classes. Children attend Nursery part time, either in the mornings or afternoons.
- The proportion of pupils who are eligible for pupil premium funding (additional government funding for pupils who are eligible for free school meals, pupils from service families and those in care) is above the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is much higher than seen nationally. The proportion of pupils who are supported by school action plus or who have a statement of special educational needs is much higher than average. Most have moderate learning difficulties, speech, language and communication needs, or physical disabilities. A few have behavioural, emotional and social difficulties or specific learning difficulties.
- The school manages two specially resourced provisions. One is for up to 43 places funded by the local authority to provide for pupils with physical disabilities and complex medical needs. The other is a hearing impaired unit which currently has two pupils. All of the pupils are on the school's roll and are taught in mainstream classes.
- In 2013, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The headteacher and governors manage the onsite children's centre, which is inspected separately.
- This inspection was carried out in response to two complaints made to Ofsted which raised serious concerns. The complaints were deemed to be qualifying complaints and Her Majesty's Chief Inspector decided that an inspection should be brought forward to follow up whole-school issues that were raised. Inspectors sought to establish whether:
  - safeguarding procedures are adequate, including the response to pupils presenting challenging behaviour
  - suitable adjustments are made to behaviour management procedures according to pupils' needs and disabilities
  - staff are suitably trained and able to seek advice and support when required
  - leaders and managers are effective in monitoring and evaluating policy and practice for behaviour management and safeguarding in the school.

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

- Improve the quality of teaching, especially in Key Stage 2, so that none is inadequate and more is good, by making sure that teachers:
  - plan lessons at the right level that build on pupils' previous achievements, especially for the

- most able, girls and pupils eligible for the pupil premium
- give pupils enough time in lessons to complete their work
- provide suitable support and use appropriate resources with all pupils who have special educational needs
- make sure that physically disabled pupils from the unit are properly included in lessons and have the specialist teaching they need to make better progress
- provide clear information in their marking about how well pupils are doing and guidance on how they can improve.
- Raise achievement in Key Stage 2, especially in mathematics, by:
  - giving pupils more opportunities to apply their knowledge to investigative and problem-solving work
  - ensuring pupils with physical disabilities from the unit make better progress in the learning sessions when they are withdrawn from normal lessons.
- Improve pupils' behaviour by:
  - ensuring leaders and managers regularly check records of incidents of misbehaviour, analyse the causes, and take action to reduce them.
- Improve the effectiveness of leadership and management by making sure that:
  - at least one leader can demonstrate they have undertaken training to ensure there are rigorous procedures to recruit staff
  - teachers' assessments of pupils' achievements are accurate
  - leaders, including subject leaders, gain an accurate overview of how well all groups of pupils are doing in order to plan effective actions to improve achievement in Key Stage 2
  - leaders develop a more accurate overview of the school's work and of the impact of their actions in bringing about improvements
  - leaders seek the views of parents and carers across the school
  - governors receive training about how well pupils are doing to better hold leaders to account and make decisions about the spending of additional funds and pay for staff.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved, and an external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

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## Inspection judgements

### The achievement of pupils

### is inadequate

- Many pupils and groups of pupils in Key Stage 2 do not make the progress they should from their starting points, especially in mathematics. This is because teaching is typically weak and does not take account of what pupils have already learnt in Key Stage 1. As one Year 3 pupil said, 'All I am doing is repeating what I did in Year 2.'
- In Key Stage 2, teachers do not consistently have high expectations so they do not plan work at the right level for the most able pupils. Consequently, many of these pupils do not reach the higher levels of attainment they are capable of, especially in mathematics.
- In mathematics, pupils make inadequate progress in Years 3 to 6 because teachers do not give pupils opportunities to use their skills to solve a range of investigations and problems. The use of a limited range of resources by pupils slows their progress.
- Pupils typically reach above average levels of attainment in reading at the end of Key Stage 1, with a much higher proportion attaining the higher levels than nationally. Attainment in reading is broadly average at the end of Year 6.
- The school's work to promote equal opportunity is not resulting in all groups of pupils making equally good progress. For example, in the Year 1 phonics screening check (to measure pupils' ability to recognise the sounds that letters make) last year, the gap between pupils eligible for free school meals and their peers was very wide. Some pupils with special educational needs do not make enough progress because of weak teaching. This group of pupils is not provided with the support and resources they need to enable them to learn well.
- Pupils eligible for pupil premium funding do not attain as well as others. Although the gap is closing, in 2013, eligible pupils at the end of Year 6 were half a year behind in terms of progress in reading and mathematics and eight months behind their peers in writing.
- Physically disabled pupils from the unit, some with the most severe special educational needs and those in the hearing impairment unit, make expected progress in lessons because they are well supported, including by teaching assistants. However, when physically disabled pupils are taught separately from their class they do not always have the resources or specialist teaching they need to make better progress, especially in mathematics.
- Many children start school in the Nursery or Reception with skills and abilities that are below those expected for their age. They settle very quickly and make rapid progress because adults have high expectations and quickly establish routines to maintain good learning and behaviour. More children than nationally reach a good level of development by the end of Reception.
- This rapid progress continues across Key Stage 1 because teachers build on the good start made in the early years setting. Consequently, pupils reach above average levels of attainment in reading, writing and mathematics by the end of Year 2.

### The quality of teaching

### is inadequate

- Teaching is inadequate because weak teaching in Key Stage 2 means that pupils do not make the progress they should by the time they leave school, especially in mathematics.
- These older pupils do not learn well because they have too little time to complete the activities they are given and when tasks are not at the right level of challenge, especially for the most able pupils. They do not receive high-quality feedback in teachers' marking, so they do not know how well they are doing and how to improve their work. They have too few opportunities to respond to comments made and to correct their work, which slows their rate of progress.
- Some pupils with special educational needs make slow progress when work is not suitable or too hard and when they lack the resources they needed to help them to learn well. Other pupils with more severe special educational needs receive the necessary support and are enabled, because of this, to make better progress.

- Teaching and learning are consistently stronger in the Early Years Foundation Stage and in Key Stage 1, where there is good progress as a result. Parents and carers who contacted inspectors, or who spoke to them during the inspection, all agreed that their child has had a good start at the school.

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

### **requires improvement**

- A few pupils misbehave during playtimes and pupils say that this also happens in some lessons. There is no evidence that effective strategies are put in place to improve this behaviour. The behaviour of pupils requires improvement.
- The school's work to keep pupils safe and secure requires improvement. Leaders do not thoroughly analyse incidents, for example those that may involve aggressive behaviour at playtimes, and take subsequent action. Consequently, although incidents are recorded carefully, they are not reducing over time.
- Most pupils say they feel safe in school and know how to stay safe, including when using the internet. Parents and carers who responded to Parent View agree that children are safe in school. Pupils are aware of what bullying is and say that it rarely happens. The school tackles any discrimination well and, as a result, pupils are very accepting of others' differences.
- Most pupils behave well in lessons and around the school, which is calm and orderly. They are keen to learn and quickly settle in lessons. They are proud of their school, present their work neatly and wear their uniform with pride. Most get on well with each other and work well together in lessons. Staff are good role models so pupils learn how to respect others.
- Pupils respond well to being given roles involving responsibilities, such as being a prefect or being on the school council.
- Children behave very well in the Early Years Foundation Stage because adults have established good routines and encourage them to work and play together safely and happily.
- Although attendance overall is lower than is seen nationally, it is adversely affected due to some pupils being absent as a result of their complex medical needs. The vast majority of pupils attend regularly and arrive on time.

### **The leadership and management**

### **are inadequate**

- Despite the strong desire of the headteacher to improve the school, achievement, teaching and behaviour and safety have declined since the previous inspection. Leaders and managers have not demonstrated the capacity to bring about further improvement.
- Leaders and managers do not check the accuracy of teachers' assessments of pupils' work. During this inspection they judged that the Key Stage 2 assessments of pupils' progress undertaken in December 2013 had not been accurate.
- Leaders do not have an accurate overview of the progress that current groups of pupils make from their starting points. Therefore, they do not find out whether there are any differences in the progress between key stages, year groups, classes or groups to enable them to target action and support appropriately. They lack a clear and accurate overview of the school's strengths and of the areas which need to improve.
- Subject and year leaders do not have the information they need to take action for improvement. They have received some middle leadership training, including on the effective use of data. However, they too do not know enough about how well groups of pupils are doing in their areas.
- The curriculum is not meeting the needs of pupils with a range of abilities in Key Stage 2. Too many groups of pupils do not make enough progress, including girls, those eligible for free school meals, the most able and some pupils with special educational needs.
- The school does not regularly seek the views of its parents and carers, except in the Early Years Foundation Stage. The majority of those who responded to Parent View would recommend the school to others, but nearly one third did not feel that they received enough information about

their child's progress.

- The spending of the government sports funding, to increase pupils' participation in physical education, has been planned, but very little has been spent. It was therefore not possible to check the impact of this funding.
- Safeguarding arrangements are not effective because although the school makes careful checks of staff they wish to appoint, leaders could not show that they had undertaken the required training.
- The local authority has provided only light touch support to the school and has not provided enough challenge, so achievement by the end of Key Stage 2 has not improved.
- Strong leadership of the Early Years Foundation Stage means that achievement, the quality of teaching and behaviour and safety are good. Leaders have ensured that the quality of teaching in Key Stage 1 remains strong and high attainment by the end of Year 2 has been maintained.
- Pupils enjoy the afternoon topic work and say that it helps them to 'learn new things'. Topics make good links between subjects.
- **The governance of the school:**
  - Although governors regularly visit the school, they do not receive information about pupils' achievement and attainment or the quality of teaching, and so do not hold the school to account for its performance. There is no evidence that they challenge leaders about the school's provision. They know about the performance management of staff but are unable to determine if teachers' pay awards are linked to the quality of their teaching or pupils' progress. They do not know how much pupil premium funding has been received, how it is spent or the impact it has on the outcomes for eligible pupils. Governors have not carried out their safeguarding duties effectively.

## 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>	136131
<b>Local authority</b>	Medway
<b>Inspection number</b>	443041

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	555
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Lloyd
<b>Headteacher</b>	Sue Fedosiuk
<b>Date of previous school inspection</b>	24–25 October 2012
<b>Telephone number</b>	01634 231761
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<b>Email address</b>	Fedos001@medway.org.uk

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