

# Hoo St Werburgh Primary School and Marlborough Centre

Pottery Road, Hoo St Werburgh, Rochester, Kent ME3 9BS

## Inspection dates

11–12 September 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Trustees, governors and leaders have secured significant improvements in teaching and pupils' outcomes in the past two years.
- Good-quality teaching ensures that pupils in all key stages, and those who attend the Marlborough Centre, learn well.
- Standards in reading, writing and mathematics increased substantially at the end of key stage 2 in 2018.
- Leaders, governors and trustees have reviewed and updated the curriculum in the past two years. As a result, pupils develop secure knowledge and skills in a wide range of subjects. They are well prepared for the next stage of their education.
- The trust has played a key role in supporting and guiding the school during a period of rapid change.
- Pupils are exceptionally polite and well behaved. They value their education and enthuse about learning.
- Pupils' personal development is outstanding. They feel valued, secure and very safe in school.
- Skilful leadership and effective teaching ensure that children make consistently strong progress during early years.
- Middle leaders' roles are not yet fully developed. Some middle leaders are clearer about their roles and responsibilities than others.
- Minor weaknesses in the quality of teaching across the school lead to variations in pupils' progress. Pupils are not challenged consistently, especially the most able pupils.

## Full report

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

- Improve middle leaders' roles so that they are clearer about their responsibilities and make a fuller contribution to school improvements.
- Ensure that teachers give all pupils work that is more consistently challenging, particularly the most able pupils, so they achieve as well as they should across the school.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The trustees have been instrumental in guiding the school through an unsettled period during the past two years. They have sustained a clear overview of the school's performance and have worked effectively with governors and leaders to secure notable improvements in teaching and learning.
- The school is now benefiting from a more settled phase. The recently appointed headteacher brings a wealth of knowledge and experience to the role. She has a very accurate view of the school's performance and has quickly identified aspects of the school's work for development. She and her team are well placed to build on the successes secured by her predecessor.
- The school's friendly, upbeat and busy atmosphere reflects its increasing success during the past two years. Positive outcomes at all key stages, including marked improvements in standards at the end of key stage 2, have lifted staff morale.
- Recently appointed leaders and teachers have successfully established themselves in the school. They are well respected by parents, pupils and staff. Most parents who completed Parent View, and almost all members of staff who responded to Ofsted's questionnaire, feel that the school is well led.
- Leaders have taken care to involve staff fully in the school's development. As a result, staff feel valued and respected. They share leaders' aspirations for the school's future.
- The head of the Marlborough Centre is highly knowledgeable about pupils' additional needs and provides a strong steer for her team. She is clear about the priorities for improvement and shares her vision for the future of the centre effectively with her colleagues. Recent steps to improve the quality of teaching and behaviour have already made a difference to pupils' learning and conduct.
- Leaders have revised the curriculum to ensure that pupils acquire the breadth and depth of knowledge and skills needed to be successful learners. For example, the English curriculum has been extended to give pupils opportunities to write for a wider range of purposes than was the case previously. As a result, pupils' understanding of language and their use of vocabulary has improved. The headteacher is now rightly focused on ensuring that the most able pupils achieve the highest standards in a range of subjects by the end of Year 6.
- The school's broad and engaging curriculum makes a strong contribution to pupils' excellent personal development. For example, the popular 'wake and shake' sessions give pupils the opportunity to have fun while being active at the start of the school day.
- Pupils have regular opportunities to learn about world religions and to consider the needs of others. The school's values, 'courage, confidence, respect, belonging', are consistent with British values. Pupils' thoughtful responses during lessons, assemblies or when talking with visitors illustrate the school's success in preparing pupils with key personal skills for life in modern Britain.

- Leaders use additional funding appropriately to support pupils' learning and personal development. As a result, disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities achieve well.
- Leaders use physical education and sports premium effectively to support pupils' health and well-being. Leaders give sport and fitness a high priority in the curriculum and throughout the school day, with a strong emphasis on fun and the enjoyment of joining in with others. As a result, sports activities are very well attended and make a valuable contribution to pupils' fitness.

### **Governance of the school**

- Governors provide effective support and challenge for school leaders. They work constructively with trustees, senior leaders and other members of staff.
- The chair of governors, who is also a member of the board of trustees, is particularly knowledgeable about the school. He recognises considerable improvements in the school's atmosphere and in pupils' aspirations during the past two years, as well as in pupils' outcomes. As one governor commented, 'There's a buzz about the school.'
- Governors are well informed about the school's performance and ambitious for its future. In the past two years, they have worked constructively with trustees to analyse the school's performance in greater detail than previously. As a result, they have a more precise view of teaching and learning, and are clear about priorities for the school's development.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and governors give pupils' safety an appropriately high priority. They have established rigorous systems for checking the suitability of newly appointed staff so that pupils can learn safely.
- Leaders are alert to pupils' needs and engage well with parents. They take any concerns about pupils' safety and well-being seriously and take suitable actions where needed. Leaders make good use of specialist advice from health professionals and agencies, such as social services.
- Effective training and robust safeguarding procedures ensure pupils' security. Teachers and teaching assistants are knowledgeable about safeguarding procedures.
- Leaders and governors make sure that the school site is secure and well organised. As a result, pupils learn and play safely and feel comfortable in school.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching has improved during the past two years. As a result, pupils make much better progress than previously and achieve well by the end of Year 6.

- Teachers welcome advice, happily share ideas with each other and are keen to learn from the successes of their colleagues. Their positive and professional approach has made a notable contribution to improvements in teaching and learning.
- Teaching assistants work well with teachers to support pupils' learning and behaviour. They are sensitive to pupils' needs and share teachers' high expectations.
- The teaching of English builds and reinforces pupils' reading and writing skills well. Well-planned, confident and systematic phonics teaching equips pupils with reliable early reading skills.
- The teaching of mathematics has improved considerably during the past two years. Teachers make good use of practical resources to support pupils' learning. They give pupils regular opportunities to solve number problems, so that they develop a secure mathematical understanding.
- Teachers use questioning well to check and develop pupils' understanding. For example, during an English lesson, the teacher's skilful questioning and feedback successfully encouraged pupils in Year 4 to use increasingly powerful adjectives to describe Pompeii.
- Adults in the Marlborough Centre have an excellent understanding of pupils' special educational needs. Adults respond flexibly and perceptively to pupils' individual needs during lessons, and make good use of a wide range of resources and approaches. Well-organised classrooms allow pupils to focus on learning effectively.
- Improvements in teaching and higher expectations of all pupils have ensured that all groups make better progress than before. However, leaders have rightly recognised some weaknesses in the quality of teaching. Pupils are not challenged consistently, which mean that some pupils, particularly the most able, learn less well than they should at times.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are exceptionally polite. They welcome visitors warmly and with keen interest.
- The school's focus on raising aspirations during the past year has made a notable difference to pupils' attitudes to learning and to their progress. Pupils are extremely positive about school and very keen to do well. They value their education and attend school regularly.
- Pupils feel extremely safe. They say that adults in school are kind and that teachers and teaching assistants always take the time to sort out any concerns. For example, pupils value being able to spend time in the 'Place to Be' room, where they can talk to adults about their day or enjoy some quiet during playtimes.
- Pupils understand some of the steps taken by the school to keep them secure. For example, they appreciate the advice given by speakers and visitors on issues such as road and fire safety.

- Pupils have a mature attitude to their own safety. They speak sensibly about their personal responsibility for staying safe in and out of school.
- Pupils are very clear about the risks associated with using the internet. They understand the importance of protecting personal information and know that they should be cautious if contacted by anyone unfamiliar.
- Pupils get on very well together. They are sensitive to the needs of others and treat adults with respect.
- Pupils have no concerns about bullying. They say that, on the rare occasions that bullying occurs, their teachers deal with it quickly.

## Behaviour

- The behaviour of pupils is good. Pupils behave well during playtimes, assemblies and when moving around the school. They listen carefully to adults' instructions and respond promptly to their requests.
- Pupils say that behaviour has improved during the past year and feel that most pupils behave extremely well. However, they say that sometimes a few pupils chat and fidget during lessons and that this can make it hard to concentrate. Visits to the classrooms during the inspection, and the school's records of behaviour over time, confirm this view.
- High expectations, well-established routines and skilful teaching ensure that pupils who attend the Marlborough Centre behave well. Adults follow pupils' individualised behaviour plans consistently so that pupils are clear about expectations. Adults manage incidents of challenging behaviour calmly, confidently and skilfully.
- Most parents who completed Ofsted's online questionnaire feel that pupils are safe and well behaved in school.

## Outcomes for pupils

**Good**

- Improvements in teaching during the past two years have made a notable difference to the quality of pupils' learning. Pupils' progress has improved across the school, leading to a significant increase in standards at the end of key stage 2 in 2018.
- Teaching builds pupils' English and mathematics knowledge and skills more systematically than in the past. As a result, all groups of pupils, including those who have SEN and/or disabilities, make good progress in English, mathematics and a range of subjects. Pupils develop secure punctuation skills and learn how to write effectively for an increasingly wide range of audiences.
- Pupils' progress has improved in mathematics during the past two years. Teaching gives pupils more opportunities to use their knowledge of number to solve mathematical problems than was previously the case. As a result, pupils develop an increasingly thorough understanding of mathematics.
- Consistently good-quality phonics teaching ensures that pupils learn the key skills needed to ensure success in reading. The proportion of mainstream pupils achieving

the expected standard in the Year 1 phonics screening check was higher than the national average in 2017, with equally positive outcomes in 2018.

- Published information about standards in the school does not distinguish between outcomes in the specialist Marlborough Centre and those in the main school. As a result, published information does not give a true representation of the quality of pupils' learning.
- A revised curriculum, combined with improvements in teaching, secured a substantial increase in standards at the end of key stage 2 in the main school in 2018. Outcomes were higher than 2017 national averages in English and mathematics.
- In the past two years, outcomes at the end of key stage 1 in the main school have been in line with 2017 national averages in reading, writing and mathematics.
- Pupils who attend the Marlborough Centre often have complex needs. This factor makes it difficult for them to achieve in line with national age related expectations at the end of key stage 2, although some do so. However, they make the same strong progress, both academically and personally, as pupils in the mainstream classes. As a result, they are well prepared for the next stage of their education.
- Improvements in teaching and raised expectations ensure that the most able pupils make good progress and learn well. Outcomes for the most able pupils increased at the end of key stage 2 in 2018, most notably in reading and writing. However, some weaknesses in the quality of teaching and the level of challenge across the school mean that some of the most able do not always learn as well as they should.

## Early years provision

**Good**

- Children flourish during early years. They make rapid progress and are well prepared for learning in Year 1. The proportion of children in the mainstream classes achieving a good level of development was above the national average in 2017, with a small increase in 2018.
- Warm relationships and clear routines help children to settle into school quickly. Adults' calm, quiet approach contributes well to children's sense of security and to their growing confidence.
- The early years leader provides exceptional leadership for her team. She successfully combines high expectations of all children with a sensitivity to individual children's needs and interests. The early years leader has developed a skilful early years team who share her enthusiasm for teaching and her ambitions for the children.
- Adults provide strong role models and children follow their lead. For example, during the inspection, children in Nursery watched adults carefully during a 'days of the week' song, copying their actions and joining in when they felt comfortable.
- Adults successfully encourage children to develop confidence and independence. For example, during the inspection, children in the Nursery persevered to make a train using scissors, glue and modelling materials, while children in Reception put on their coats before going outside.

- Adults provide a wide range of good-quality resources which interest and engage children. As a result, children are busy, active and sociable. They greet visitors with interest and are keen to talk about what they are doing in school.
- Children behave extremely well. Adults' regular and gentle reminders about social skills, such as sharing and taking turns, help children to develop into happy, friendly and sociable learners.
- Leaders ensure that children can play and learn in a safe, attractive and stimulating environment, both inside and out. Adults are alert to children's needs and respond promptly and sensitively if a child is anxious or upset.
- The most able children learn well. However, teaching over time does not challenge the most able children consistently enough. As a result, they do not always achieve as well as they should by the end of Reception.

## School details

Unique reference number	143262
Local authority	Medway
Inspection number	10053561

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	500
Appropriate authority	Board of trustees
Chair	Ian Chappell
Headteacher	Emma Poad
Telephone number	01634 338040
Website	<a href="http://www.hoo-st-werburgh.medway.sch.uk">www.hoo-st-werburgh.medway.sch.uk</a>
Email address	<a href="mailto:office@hoo-st-werburgh.medway.sch.uk">office@hoo-st-werburgh.medway.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school converted to academy status in September 2016, when it joined the Rivermead Inclusive Trust. The trust and the local governing body work together closely to oversee the management of the school.
- There have been a number of staff changes since the previous inspection, including at senior leadership level. The headteacher of the main school was new to post in September 2018, while the head of the Marlborough Centre was appointed in February 2018.
- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is in line with that found in most primary schools.
- The proportion of pupils who have SEN and/or disabilities is above the national average.

- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The school has a specially resourced provision, called the Marlborough Centre, for pupils who have autistic spectrum disorder. There are 64 pupils, from Reception to Year 6, currently attending the Marlborough Centre. Most have complex needs and attend the centre on a full time basis. A small number of pupils also participate in lessons in the mainstream classes. All pupils who attend the Marlborough Centre have a statement of special educational needs.
- The school's Nursery opened in January 2018. The Nursery caters for children aged three to five years, all of whom attend on a part-time basis. The school does not have provision for two-year-olds.
- Children in the two Reception classes attend full-time.
- The school has an early morning club, which is managed by the governing body.

## Information about this inspection

- Inspectors observed pupils' learning in 35 lessons. They completed 26 observations with the headteacher, the head of the Marlborough Centre, or with one of the senior leaders.
- Inspectors held discussions with the headteacher, the head of the Marlborough Centre and other school leaders. They also met with a number of trustees, including the chief executive officer, the director of school improvement and the trust's strategic lead for teaching and learning.
- Inspectors met with two governors, including the chair of the governing body.
- Inspectors took account of 35 responses to Ofsted's questionnaire, Parent View, and considered the views expressed by parents informally during the school day. They also analysed 46 responses to the staff questionnaire.
- Inspectors observed the school's work and considered a range of documents, including the school's self-evaluation documents, safeguarding policies, the school improvement plan and information about pupils' progress and attendance.
- Inspectors reviewed a sample of pupils' work provided by the school, and looked at pupils' work in lessons. They listened to pupils in Year 2 and Year 6 reading.

## Inspection team

Julie Sackett, lead inspector	Ofsted Inspector
Peter Wibroe	Ofsted Inspector
Jonathan Shields	Ofsted Inspector
Maxine McDonald-Taylor	Ofsted Inspector

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