

# Lubbins Park Community Primary School

## Inspection report

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<b>Unique reference number</b>	114891
<b>Local authority</b>	Essex
<b>Inspection number</b>	378948
<b>Inspection dates</b>	30–31 January 2012
<b>Lead inspector</b>	Stephen Lake

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

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<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>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Breading
<b>Headteacher</b>	Janet Vaughan
<b>Date of previous school inspection</b>	10 June 2009
<b>School address</b>	May Avenue Canvey Island SS8 7HF
<b>Telephone number</b>	01268 697181
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<b>Age group</b>	3–11
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## Introduction

Inspection team

Stephen Lake

Additional inspector

Noureddin Khassal

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 23 lessons, some with a senior member of staff and made a further 11 short visits to classrooms with a member of the senior staff. They observed 8 teachers and two teaching assistants leading a nurture group. Meetings were held with groups of pupils, governors, staff, and some parents were spoken to at the start of school. 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 the school improvement planning documents relating to safeguarding and child protection, minutes of the governing body meetings, planning documents, records of pupil attainment and progress, records relating to the monitoring of teaching and reports from the independent improvement partner. Questionnaires from pupils, staff and 50 parents and carers were analysed.

## Information about the school

This is a smaller than average school serving mainly the immediate local area which includes a substantial number of families in temporary accommodation. The vast majority of pupils are White British with a smaller than average percentage of pupils from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those with special educational needs is above average. Most of these have moderate learning difficulties or behavioural, social and emotional difficulties. More pupils than usual enter or leave the school other than at the normal times and around one third of the school population changes each year. Since September 2009 the school has been part of a temporary soft federation with a nearby outstanding school under an executive head but a new substantive head has been appointed for September 2012. At the beginning of this term the school set up a breakfast and after-school club under the extended schools agenda. The school meets the current floor standard.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school that is improving rapidly and pupils achieve well.
- Children make good progress in the Early Years Foundation Stage although their low starting points mean that writing skills remain below average when they enter Year 1. By the end of Year 6 pupils have made good progress but attainment in writing remains below that in reading and mathematics.
- Those pupils who join the school other than at the normal time are supported well and many make accelerated progress in their short time in the school.
- The quality of teaching is good. It has improved steadily because of effective continuous professional development including coaching and modelling by experienced teachers.
- The curriculum is broad and balanced and effectively meets the needs of all pupils.
- Pupils behave well and are engaged in lessons. They are kept safe as a result of rigorous safeguarding procedures and have a good understanding of how to stay safe.
- Attendance is improving rapidly but further improvement is limited because too many parents and carers take their children on holiday during term time.
- Rigorous and effective systems are in place to monitor the progress of pupils but the analysis does not yet give an easily accessible picture of performance of cohorts or groups to compare easily with the national picture
- Leadership and management are good. High quality support from an outstanding partner school has improved the skills and effectiveness of leaders and managers at all levels, including governors. They have an accurate view of the school's strengths and weaknesses and use the information effectively to plan school improvement.
- The school is no longer dependent upon support from the partner school and has appointed a substantive head to continue taking the school forward.

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

- Embed securely the strategies for improving achievement in writing, including in the Early Years Foundation Stage and especially that of boys so that achievement in writing rises to match that of reading and mathematics by September 2012

- By December 2012 refine the analysis of information on pupils' progress to produce clear data, shared by all teachers, leaders, managers and governors, on the performance of pupil cohorts.
- Build upon the improvements already made in attendance by working with parents and carers to reduce the amount of absence due to holidays taken in term time by a further 0.5% by July 2013.

## Main report

### Achievement of pupils

Almost all parents and carers agree that their children are making good progress. This is expressed well by one who states; 'Since joining Lubbins in September 2011 our child has come on in leaps and bounds, her basic reading and writing abilities have already surpassed our expectations'. Inspection evidence shows that pupils throughout the school make good progress.

Children start school with skills that are below those normally found at that age. They make good progress in the Nursery and Reception to start Year 1 with broadly average skills. A detailed and consistent focus on the teaching of reading through letters and sounds ensures that there is good progress in communication, language and literacy although children's early writing skills remain below those in reading. The school is successfully addressing this by providing stimulating opportunities for writing that engage boys. For example, in a good lesson all children, but especially boys, were keen to talk about their builder's yard and help build the house for the three little pigs. A language rich environment both inside and outside, in the good quality outdoor area, provides many opportunities to stimulate and develop early writing skills.

Attainment in reading has improved greatly since the last inspection. It is now average at the end of Year 2 and the end of Year 6. In all cases pupils are making good progress from low starting points. The improving picture is due to the consistent focus across the school on all aspects of English, although attainment in national assessments is often affected by the large number of pupils who leave or enter the school each year. Mobility in this school is extremely high with over a third of pupils starting and leaving in the last academic year. This is seen particularly with older pupils. The large majority of pupils in the current Year 6 have been in the school for less than a year with many joining since September. All pupils make good progress and some, especially those who have moved into school recently, are making accelerated progress. The majority of pupils in this cohort have special educational needs or disabilities. This is not an unusual pattern for this school. Consequently, although progress is good and attainment is rising it is too early to see the full effect of this in the results of national assessments at age 7 and 11. Despite this, attainment at the end Year 6 has risen faster than the national picture for a number of years, especially in mathematics.

Pupils with special educational needs get good support from teachers and teaching assistants that enables them to take a full part in lessons. Those with behavioural,

emotional or social difficulties build their confidence through well-targeted support in small groups. As a result, these pupils make the same progress as other pupils.

The strong focus on improving writing, especially that of boys, can be seen across the school with many lessons based upon activities that stimulate writing and engage boys. The current school topic on the Olympics provides many opportunities that are engaging boys in lessons. In a good lesson in Year 2 boys and girls were motivated to using powerful adjectives to describe the transport in London that will take people to the games. In an outstanding lesson in Year 6, pupils were totally engrossed considering the achievements of Sir Steve Redgrave. They were motivated and stimulated, by watching a video of him winning his last gold medal, to write an account of the race from his perspective.

### **Quality of teaching**

Teachers work hard to provide lessons that stimulate pupils to learn. Pupils recognise this and say that teaching in the school is good. Almost all parents and carers agree that teaching is good. Inspection evidence endorses this view.

Teachers know their pupils well and have a good understanding of their circumstances and needs. Teaching assistants work in close partnership with teachers and all adults manage behaviour very well. They have high expectations of how pupils should treat each other and respect each other's views. This ensures lessons are friendly and orderly with all pupils working together in a cohesive manner. Teachers use a wide range of strategies to make learning interesting and enjoyable. Information and communication technology is used well particularly to support learning and motivate pupils. A significant strength of the teaching is the high quality marking system that has been introduced. Pupils understand the system well and say that it helps them know what to do next to improve their work.

The revised assessment procedures are used consistently and effectively to plan lessons matched closely to pupils' needs across year groups, although a little inconsistency in the challenge for more able pupils remains. Teachers deliver the planned curriculum in an exciting and inventive manner and focus well on using all subjects to develop the core skills of reading, writing and mathematics. The curriculum is planned to develop essential skills particularly in writing. For example, in science books scrutinised, marking corrected pupils' writing as well as the science content of the work. The impact of these strategies is evident in the good and often accelerated progress made by pupils. Teachers work in close partnership with teaching assistants especially when managing behaviour. Teachers have high expectations of the amount of work that pupils should complete in a given time and the brisk pace of lessons ensures good learning. Questioning by all adults often not only assesses what pupils have understood but challenges them to move on in their learning; these questions are often linked to their challenging individual targets

### **Behaviour and safety of pupils**

The vast majority of parents and carers and a large majority of pupils agree that behaviour is good in the school. Inspection evidence confirms this. Evidence shows that behaviour has improved over the last few years with incidents of disruptive

behaviour now being quite rare. Nevertheless, there are a few very challenging pupils whose behaviour gives cause for concern; the school deals with these promptly and proportionately. Despite this the vast majority of pupils correctly feel that behaviour does not disrupt their learning. They feel safe and say that there is very little bullying. Any that does occur is dealt with quickly and effectively by the adults.

Pupils show much respect to others during discussions in lessons; this was a key feature of much of the good learning observed. They demonstrate mature and thoughtful behaviour and this contributes greatly to the calm and orderly atmosphere in the school. Pupils show great care and sensitivity to those whose circumstances make them vulnerable, ensuring that they are fully involved in all activities. Their behaviour and attitudes to learning are consistently positive with pupils showing a real enthusiasm for learning. These attitudes support the accelerating progress being made and the clear improvements that have taken place.

Attendance has improved considerably due to the effective strategies such as praise certificates for 100% attendance and first day calls to investigate absence when the school has not been informed of a reason. The very high mobility, often linked to the large number of families in temporary accommodation, has a negative impact upon attendance data as each term a number of parents move out of the area without informing the school. As a result, pupils have to remain on the school roll for several weeks even though they are no longer at the school. Since September 2011 this has accounted for almost 20% of all recorded absence. In addition, despite the best efforts of the school a small number of parents and carers persist in taking their children out of school in term time for holidays.

### **Leadership and management**

The governing body provides strong support to drive school improvement. To aid the process they entered into a soft federation with a nearby outstanding school to enable the headteacher of that school to act as an executive headteacher. The Chair of the Governing Body acts as chair to both governing bodies and has also brought considerable expertise and experience that has improved their effectiveness. The strong leadership skills of the executive headteacher and her sharp and accurate understanding of the school are proving invaluable. Well-targeted high quality professional development with coaching from leading teachers in the partner school is a key factor moving the school forward. The broad and balanced curriculum is planned well to ensure that the school focus on writing is recognised in all subjects. The curriculum makes a strong contribution to pupils' good spiritual, moral, social and cultural development. For example, the current Olympics topic helps increase pupils' understanding of people from other countries and how they all work together to make the Olympics such an important event. Procedures for safeguarding, especially those for child protection, are robust. All training for staff and governors is up to date and good quality policies are embedded.

The school takes great care to ensure equality of opportunity and prevent discrimination. The progress of all groups, especially those whose circumstances make them vulnerable, is monitored regularly and frequently. The information gained is used effectively so that any underachievement is addressed immediately. Robust

computer based systems for recording and analysing data ensure that all leaders and managers, including governors, have accurate information on the school performance. Nevertheless, this data is not yet analysed in a sophisticated enough manner to produce easily accessible information that can be used to compare school or cohort performance against the results of national assessments. Strengths of the previous inspection in pupils' personal development have been maintained and improved upon. The clear improvements in all areas indicate that the school has a good capacity for further improvement.

## 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](http://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.**



1 February 2012

Dear Pupils

**Inspection of Lubbins Park Community Primary School, Canvey Island, SS8 7HF**

Thank you for making us welcome when we came to visit your school. We enjoyed talking with you in class and on the playground.

Yours is a good school and improving. You achieve well to attain standards similar to those in most schools. Here are a few of the things that we particularly liked.

- You get a good start to school in the Early Years Foundation Stage because of the exciting activities and good teaching.
- The good teaching you receive ensures that you make rapid progress throughout the school.
- We agree with you that the school looks after you well, especially those who move into the school from other schools.
- Your good behaviour and positive attitudes make the school an enjoyable place in which to learn.
- Your school is led and managed well which is why it is improving so rapidly.

In order to help you learn even more effectively I have asked the school to:

- make sure that all the good ways the staff have introduced, to help you improve your writing, are followed in all lessons. You can help by continuing to do your best to become good writers.
- further improve the way they analyse the information on how well you are doing to make it easier to compare your school with other schools nationally.
- improve your attendance even more by working closely with the local authority to help your parents and carers understand that it is important that you come to school every day.

Thank you again for making us so welcome.

Yours sincerely  
Stephen Lake  
Lead Inspector

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