

Canewdon Endowed Church of England Voluntary Controlled Primary School and Nursery

Inspection report

Unique Reference Number	115091
Local Authority	Essex
Inspection number	357695
Inspection dates	7–8 December 2010
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Timothy Clay
Headteacher	Christine Eshmade
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons and seven teachers. They met with representatives of the governing body, a parent, members of staff and pupils. Inspectors observed the school's work and looked at documentation, including a range of school policies, plans and records of pupils' progress. They analysed questionnaires returned by staff and pupils and the 76 questionnaires submitted by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Are more-able pupils sufficiently challenged in lessons to enable them to make good progress?
- How well do boys achieve in writing?
- How well does the school support pupils with statements of special educational needs?
- How effectively does the school help pupils to learn about life in cultures and communities outside their own experience?

Information about the school

This is a smaller than average sized primary school. Pupils who attend come from a wide area. Almost all are from White British backgrounds and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The proportion identified with special educational needs and/or disabilities is also below average, although these numbers vary considerably in each year group and a high percentage of pupils have a statement of special educational needs. Many of these pupils have behavioural, emotional or social difficulties. A higher than average proportion of pupils start or leave the school during the year as their families move in and out of the area. The school has won a number of awards in recent years, including the Activemark and National Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school which plays a key role in the local community and helps pupils to develop a strong sense of belonging. Pupils make a strong contribution to their school and to village life, participating in fetes, supporting the local horticultural society and presenting concerts for parents, carers and friends. Attendance has been low in recent years and punctuality weak but these have improved recently as a result of more rigorous procedures, successful work with parents and carers, and positive support from the governing body.

Pupils' attainment is broadly average and their achievement satisfactory. Following a dip in pupils' attainment in 2010, senior leaders have taken prompt action to focus on improving basic skills, especially in writing and mathematics. The quality of teaching is satisfactory overall. Teachers are clear about what they want pupils to learn and give them useful information about what they have to do to improve their work. Pupils generally make satisfactory progress. Those with special educational needs and/or disabilities also make satisfactory progress, although this is sometimes hindered when small group activities do not fully meet their needs and abilities. More-able pupils are not always challenged enough by the activities and their progress in lessons is, therefore, sometimes relatively slower than others.

Children in the Early Years Foundation Stage make satisfactory progress. They enjoy coming to school and quickly develop good levels of cooperation and independence. However, activities are not always planned well enough to meet their individual needs and abilities and they are sometimes not exciting enough to maintain their interest. This is especially the case in communication, language and literacy, where their progress is slower than in other areas of learning. The outdoor area is extensive but is not being used to its full potential to promote children's learning and development.

There has been satisfactory improvement in the school's work and performance since the last inspection. Assessment systems have been strengthened to ensure that pupils' progress is tracked more carefully and senior leaders are beginning to use this information to identify pupils at risk of underachievement. Individual targets are now being set for pupils and these harness pupils' motivation and desire to succeed. Senior staff have a satisfactory understanding of the strengths and weaknesses of the school. They have recently undertaken a programme of intensive improvement which is having a positive impact on the quality of teaching and on pupils' achievement. to strengthen provision and raise pupils' achievement.

School leaders show a good commitment towards future improvement and this, together with strong support from the whole school community, shows that the school has satisfactory capacity to improve.

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What does the school need to do to improve further?

- Ensure by end of the summer term 2011 that activities in lessons provide enough challenge for more-able pupils so they are able to make good progress.
- Strengthen provision for pupils with special educational needs and/or disabilities by the end of the spring term 2011 by monitoring more rigorously the impact of small group support in and out of class to identify where refinements are necessary to increase pupils' progress.
- Improve provision in the Early Years Foundation Stage by the end of the summer term 2011 by:
 - ensuring that independent activities engage and challenge children more effectively, especially in communication, language and literacy
 - using the results of assessments to plan activities that more closely meet children's different needs and abilities
 - using the outdoor area more effectively to support children's development in all areas of learning.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children's skills vary considerably when they start in the nursery. They are broadly typical for their age in many aspects of their development, although skills in communication, language and literacy are often lower than expected for their age.

Pupils make satisfactory progress throughout the school, including those with special educational needs and/or disabilities, and achievement is satisfactory. Boys' progress is similar to that of girls and both girls and boys participate well in lessons, especially when the activities are fun. In a Year 2 mathematics lesson, for example, pupils played a 'cowboy shoot-out' game which helped them to learn the five times table. They eagerly challenged each other to provide the right answers and made excellent progress in learning new number facts. This lesson provided high levels of challenge for all pupils, including those who were more able, but this is not the case in all lessons.

Pupils generally apply themselves well in lessons. They work successfully as individuals, in pairs and in small groups. In a literacy lesson in Year 6, for example, pupils worked together to compose poems using personification. With ongoing support and searching questioning by the teacher, they completed the task successfully, showing obvious pride in the results. The progress of pupils with special educational needs and/or disabilities, including those with statements, is sometimes hindered because the support offered in small groups does not fully meet their needs. Most pupils behave well; a few display challenging behaviour but this is managed satisfactorily so that it does not disrupt the learning of other pupils.

Through the work done to gain National Healthy Schools status and the Activemark, pupils learn about the importance of healthy lifestyles and most adopt them. Pupils' good

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spiritual awareness was seen in Year 6 pupils' sensitive reflections about 'respect' and their thoughts about the dilemma faced by Job in the Bible story. Cultural development is satisfactory and the school is presently increasing the range of opportunities for pupils to learn about cultures and communities other than their own. A strong focus on moral issues is evident around the school and is helping to extend this aspect of pupils' development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The curriculum provides a satisfactory range of experiences to make learning enjoyable for pupils. It contributes well to their knowledge of health issues and their awareness of citizenship. Pupils appreciate the wide range of clubs and activities on offer after school, especially those that involve sport. Opportunities for pupils to practise their literacy and numeracy skills in different subjects are increasing as the school reviews the curriculum to make it more interesting and relevant. This was evident, for example, when Year 2 pupils wrote about their feelings about Remembrance Sunday, as part of their history work. Although pupils receive weekly lessons in the computer suite, information and communication technology is not yet used well enough to support pupils' learning in different subjects.

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Teaching is satisfactory overall, but it is improving as a result of the intensive programme of development currently being undertaken. This is having a positive impact on pupils' learning and progress, especially in basic skills. Teachers question pupils well to assess their learning and to extend their thinking and understanding. Relationships between teachers and pupils are good and contribute to a positive working ethos in lessons. However, pupils' learning is sometimes hindered when tasks are too easy and fail to challenge them sufficiently.

Pupils receive satisfactory levels of support and advice, which make them feel comfortable about school. Pupils are well supervised at break and lunchtimes and equipment is checked carefully to ensure its safety. Pupils who start mid-way through the year receive a warm welcome so that they settle in quickly and begin to play a full part in school life. Procedures to assess and meet the needs of pupils with special educational needs and/or disabilities are sound. Pupils with behavioural, emotional and social difficulties are supported satisfactorily, and the school is currently working to strengthen these procedures.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher drives the school's work satisfactorily and shares her vision effectively with staff. There is a strong sense of teamwork around the school and an obvious commitment towards improvement. The quality of teaching is monitored regularly and clear guidance provided to teachers about how to develop their skills. Teachers are anxious to improve, as was seen in their keenness to discuss lessons with inspectors. However, plans for school improvement lack clear and measureable success criteria and interim benchmarks to assess progress towards targets. The governing body provides satisfactory support to the school's work. Its members take a keen interest in the school's work and are regular visitors. Members of the governing body are currently involved in a training programme to help them take a more active role in challenging performance and contributing to self-evaluation procedures.

There are clear systems to ensure that pupils are safe in school. Safeguarding practices are effective, and checked by the governing body and senior staff regularly to ensure that they are working successfully. All staff are regularly trained in child protection and there are robust procedures to ensure that appropriate checks are made about the suitability of new staff. Staff promote equality of opportunity well. Racist incidents or any form of discrimination are rare, and procedures are in place to ensure that any which arise are

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tackled promptly. The school's promotion of community cohesion is satisfactory. There is a strong sense of community within the school and village, and links with communities further afield are developing satisfactorily. Parents and carers receive good levels of information about the curriculum and their children's progress. They play an active role in identifying areas for school improvement through the parents' council. Links with a cluster of local schools has had a good impact on improving teachers' skills in assessing pupils' progress and a positive partnership with local authority consultants is supporting further school development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Sound induction procedures mean that children start in the nursery with good levels of confidence. Parents and carers are provided with useful guidance about the curriculum and how they can support their children's learning at home. The children come into school happily each morning, keen to participate in all the activities provided for them. There is an appropriate balance between activities led by adults and those that children can choose for themselves.

Children start school at broadly typical levels for their age except in communication, language and literacy which are often below expectations. Most children reach the levels expected of them by the end of the Reception year in all the different areas of their learning. They develop secure personal and social skills, working well together, for example, to build a model zoo from construction bricks. During this activity, they discussed sensibly where to place the roads so that the animals could be fed. Many develop a secure knowledge of letters and sounds, although some are less confident in these skills when they transfer to Year 1. Independent activities to promote this aspect of their learning are

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not sufficiently stimulating to attract and maintain children's interest and help them consolidate their learning. Information gained through ongoing assessment is not collated or analysed well enough to identify gaps in children's skills, knowledge and understanding and swift action taken to address these. In addition, insufficient use is made of the information to identify more-able pupils and provide activities to challenge them at higher levels.

Leadership and management are satisfactory. Careful attention is paid to ensuring that children are safe and secure. The outdoor area is used daily by groups of children but is not being used to its full potential to provide a full range of stimulating activities to promote children's learning in all aspects of their development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The questionnaire was returned by a large majority of parents and carers, and the proportion was higher than the national average. Those who responded are very positive about the school's work. All agree that their children are kept safe and almost all say that the school is well led and managed and that it helps their children to develop healthy lifestyles. These positive views were endorsed by inspection findings. A few parents and carers think that unacceptable behaviour is not dealt with effectively. Inspectors observed lessons in every class, held discussions with pupils and examined the school's systems for managing behaviour. The evidence confirmed that behaviour is managed satisfactorily and that procedures are being strengthened to improve this aspect of the school's work still further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canewdon Endowed Church of England Voluntary Controlled Primary School and Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	62	25	33	2	3	1	1
The school keeps my child safe	53	70	23	30	0	0	0	0
My school informs me about my child's progress	32	42	38	50	5	7	0	0
My child is making enough progress at this school	39	51	32	42	5	7	0	0
The teaching is good at this school	42	55	30	39	4	5	0	0
The school helps me to support my child's learning	38	50	32	42	3	4	0	0
The school helps my child to have a healthy lifestyle	48	63	26	34	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	39	40	53	4	5	0	0
The school meets my child's particular needs	40	53	31	41	5	7	0	0
The school deals effectively with unacceptable behaviour	24	32	40	53	10	13	0	0
The school takes account of my suggestions and concerns	36	47	35	46	2	3	0	0
The school is led and managed effectively	48	63	27	36	1	1	0	0
Overall, I am happy with my child's experience at this school	46	61	25	33	5	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



9 December 2010

Dear Pupils

Inspection of Canewdon Endowed Church of England Voluntary Controlled Primary School and Nursery, Rochford, SS4 3PA

Thank you so much for welcoming us recently and telling us your opinions about your school. Your views, along with everything else that we saw, helped us to form a clear view about how well your school works. You go to a satisfactory school and these are some of the important things we found out about it.

All the adults take care of you and keep you safe in school.

You understand what it means to be healthy, and many of you take part in after-school sport.

Many of you do important jobs in school and contribute well to village events.

The school provides your parents and carers with good information about your progress and runs useful workshops to show how they can help you at home.

Your attendance has improved recently; this is important because it means that you do not miss important parts of your education.

Although many things are working well, there are a few things that could be better. We have asked your teachers to make sure that lessons are set at the right levels and provide enough challenge to ensure you all make good progress. The people in charge need to check more carefully how well the small group activities are working and that the pupils who attend these are making good progress. We have asked the adults in Class 1 to make the activities more exciting so that they really capture the children's interest and help them learn more quickly. We have also asked them to organise more activities outdoors so that the children can choose to play and work outside when they want.

You can all play your part in helping your school to become even better by working hard, behaving well and doing your best in lessons.

Yours sincerely

Mary Summers

Lead inspector

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