

Bournemouth Park Primary School

Inspection report

Unique Reference Number	133771
Local Authority	Southend-on-Sea
Inspection number	381559
Inspection dates	27–28 September 2011
Reporting inspector	Selwyn Ward

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Michael Dedman
Headteacher	Angela Hutchinson
Date of previous school inspection	12 March 2009
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Introduction

This inspection was carried out by four additional inspectors, who visited 32 lessons taught by 22 teachers. Inspectors spoke with staff, parents and carers, members of the governing body and groups of pupils. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, attendance records, school policies and procedures, school leaders' monitoring records, school planning and risk assessments. They also analysed the questionnaires received from 73 pupils, 28 staff, and 219 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What curriculum initiatives and changes to teaching have had an impact on raising attainment and accelerating progress?
- Are pupils with special educational needs and/or disabilities and those known to be eligible for free school meals making the progress they should?
- What has been the effect on standards and achievement of pupils joining the school partway through their primary education, and what is the quality of support provided for those pupils?

Information about the school

This school is more than twice the size of the average primary school. The large majority of pupils are White British, with small numbers of others coming from a cosmopolitan range of minority ethnic backgrounds, including those of Eastern European origin. The proportion of pupils learning English as an additional language is a little above average. The proportion of pupils known to be eligible for free school meals is high, at around twice the national average. The proportion of pupils with special educational needs and/or disabilities is also above average. A high proportion of pupils join and leave the school partway through their primary education. The school has the Basic Skills Quality Mark, the International School Award and has Healthy School 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

2

Main findings

Bournemouth Park provides a satisfactory education for its pupils. Attainment has been low for several years but national test results improved sharply in 2011. Enhancements to the curriculum provided the stimulus for pupils to catch up on past underachievement. Children in the Early Years Foundation Stage make good progress. Although progress in Years 1 to 6 is satisfactory, it is improving rapidly, and data tracking each pupil's progress shows that the improvement in the 2011 national tests is being sustained in other year groups. The group for whom there is still wide variation in performance and rates of progress is pupils with special educational needs and/or disabilities. Although, taken overall, these pupils' progress is satisfactory, there are some who do exceptionally well and there remain others for whom progress is too slow.

Leaders have demonstrated the school's good capacity for sustained improvement through the introduction of curriculum initiatives and their impact in engaging pupils' interest and accelerating their learning. Leaders have a broadly accurate view of the school's strengths and of where further improvements are needed. Leaders at all levels regularly monitor lessons, although the impact of this monitoring is blunted by a sometimes overgenerous evaluation of the impact of teaching. Points identified for improvement are not always followed up with sufficient rigour. That means that although leaders have correctly identified what aspects of teaching and learning need to be improved, some of these weaknesses remain.

Parents and carers particularly value the good arrangements for pupils' welfare. These arrangements contribute to pupils' feeling of safety and their good awareness of how to keep safe and healthy. This good practice has resulted in improved rates of attendance so that these are now in line with schools nationally. Those pupils who join the school partway through their primary education are helped to quickly settle. The arrangements for their support result in rapid improvement so that they make similar progress to their peers, albeit from sometimes low starting points.

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.

What does the school need to do to improve further?

- By the end of the summer term 2012, raise attainment by ensuring that in every class:

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- teachers make full use of assessment information to plan and deliver work that is appropriately matched to pupils' different capabilities
 - learning intentions are sharply focused and the success criteria set for pupils are fully understood by them and help each pupil to build on what they have learnt before
 - pupils are helped to develop their speaking and listening skills
 - all pupils are given clear guidance through marking that shows them what they need to do to improve their work
 - pupils are routinely given time to reflect on and respond to teachers' marking.
- By the start of the summer term 2012, accelerate rates of progress for pupils with special educational needs and/or disabilities by:
 - agreeing clear, measurable targets for each of these pupils
 - communicating targets to pupils and their parents and carers
 - identifying specific strategies to be used by class teachers and learning support staff in helping pupils with special educational needs and/or disabilities to achieve their targets
 - ensuring that pupils with special educational needs and/or disabilities do not miss valuable opportunities to learn with the whole class by judging carefully when it is best to withdraw them for intervention support.
 - By the start of the autumn term 2012, ensure greater rigour in leaders' monitoring of teaching and learning by:
 - providing training for staff who carry out lesson observations to ensure that evaluations are reliable and accurate
 - always focusing lesson observations on pupils' learning and rates of progress
 - systematically following up in subsequent observations the points for development identified by school leaders when they visit lessons.

Outcomes for individuals and groups of pupils**3**

In each of the years since the last inspection, attainment in English and mathematics has been the equivalent of more than a year behind the national average. Even taking account of the below-average starting points, both of children in the Nursery and Reception Years and of many of those who join the school during the course of Key Stages 1 and 2, this has represented a degree of underachievement. Outcomes were markedly higher in 2011 in both English and mathematics. In mathematics, results were close to the national average. Although they were still below average in English, they were much better than in previous years.

It is mainly curriculum enhancement that has made the difference at Bournemouth Park. During the inspection, for example, Year 6 pupils were inspired to write highly imaginative poems of their own. They spent much of the day learning from a visiting poet who had come into school to work with them to reinforce what they had previously learnt in English lessons. Throughout Key Stages 1 and 2, progress is

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currently satisfactory, but improving for both boys and girls and for almost all groups, including those arriving partway through Key Stages 1 and 2. Those learning English as an additional language quickly develop their understanding, and several go on to attaining higher levels in English. Progress is satisfactory, but with less marked improvement for pupils with special educational need and/or disabilities and for some of those known to be eligible for free school meals. A key factor affecting pupils with special educational needs and/or disabilities is the extent to which these pupils are taken out of class for support. Although they are much helped by these interventions, they also miss out on activities for the rest of the class. Pupils with special educational needs and/or disabilities, and their parents and carers, are not all aware of the targets they need to work on, and class teachers and other staff are often unclear about what precise strategies should be followed to help these pupils achieve their targets.

Pupils get on well together. Their well-developed collaborative working skills and their satisfactory attendance prepare them satisfactorily for the next stage of their education, even though their key literacy skills are below average. Incidents of misbehaviour are rare, but behaviour is judged satisfactory rather than good because pupils do not always listen carefully enough in lessons. Pupils enjoy the opportunities they have to take on responsibilities within the school, including as prefects in Year 6, play leaders in Year 5 and as school councillors in all year groups. They raise money for a wide range of different charities, including some they choose themselves, but they otherwise have little active involvement in the wider community. Pupils have a keen awareness of safety issues, including of risks when using the internet. They understand and appreciate the importance of a healthy diet and regular exercise. Inspired by the naming of classes after British Olympic gold medallists, many pursue extra-curricular sports activities.

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	4
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	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will	3

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

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers routinely set out 'learning intentions' for each lesson but these are not always focused clearly enough on what pupils are expected to learn. Pupils are given 'success criteria' against which they should evaluate their learning, but these are not generally matched closely enough to pupils' often widely different capabilities. As a result, they do not always help pupils to build on what they have learned before, and pupils do not always understand what is expected of them. Similarly, teachers do not all use the very detailed assessment information that they have available to them to plan and deliver work that is matched to pupils' different capabilities, especially in subjects other than English and mathematics. Good use is made of teaching assistants, both to support groups and, during whole-class teaching, to make notes for the teacher on individual pupils' contributions to discussions. Teachers make good use of questioning, encouraging pupils to develop their oracy by explaining their answers more fully, but the pace of lessons slows when the attention of some pupils wanes. In some classes, order is quickly maintained through a chant and response of 'one, two, three, look at me', but not all teachers create enough opportunities to promote and encourage good listening. Although pupils are encouraged, in some lessons, to share their ideas with a partner, they report back on what they have told their partner not what their partner has said to them. Marking varies in quality. There are examples of good marking that shows pupils what they need to do to improve their work, particularly in Year 6, but this is not consistent throughout the school. Where teachers write comments, there is not always an expectation that these will be responded to by pupils.

Improvements to the curriculum have been instrumental in narrowing the attainment gap with schools nationally. Pupils throughout the school have benefited from more structured teaching of reading using the sounds that letters make (phonics). Extra early-morning lessons and a programme of supported learning for pupils over the Easter holidays have also contributed to the improved outcomes in Year 6. Having identified that attainment in writing has improved less than reading and mathematics, leaders have introduced curriculum initiatives this year to promote writing, including a 'writer in residence'. Pupils benefit from a good range of well-attended extra-curricular activities, including some sports run in partnership with outside agencies.

The good support for the many who join the school partway through Key Stages 1 and 2 help these pupils to settle in quickly. In the past, the rate of progress of this group, which includes a number of pupils learning English as an additional language, has lagged behind that of others. The quality of induction arrangements is such that these pupils now make similar progress to their peers during their time at the school.

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Families in potentially vulnerable circumstances voice particular praise for the support they have been given, including seeing them through difficult times of illness. The active promotion of attendance and the school’s rigour in chasing up absences have had a marked impact in raising attendance rates.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team, staff and governing body are demonstrating a shared ambition to move the school forward. Action taken by school leaders to revise the curriculum has helped to better motivate pupils and has resulted in the acceleration in rates of progress throughout the school. The headteacher has an accurate view of the quality of teaching and learning but not all leaders who observe lessons know what to look out for and not all are rigorous enough in demanding that all groups make good progress in lessons adjudged as good. Tracking of progress of different groups is thorough, with action taken to remedy any underachievement identified. Promotion of equality of opportunity is not better than satisfactory, however, because the improved rate of progress for pupils with special educational needs and/or disabilities and for some of those known to be eligible for free school meals has not been as marked as for other groups. The school functions as a harmonious community. Pupils are beginning to develop links, as pen pals, with those in other parts of the world, but they have few opportunities to learn first-hand about the different cultures that make up society in the United Kingdom.

The governing body is supportive. Although it has not challenged leaders effectively enough in the past, it is developing its role and is now questioning and challenging staff over standards and rates of progress. The governing body has ensured that arrangements for pupils’ safeguarding meet all regulatory requirements. Safeguarding is good because the school goes beyond these requirements in running briefing sessions for pupils and their parents and carers to ensure that they are alert to the need for vigilance when accessing social networking sites on the internet.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3

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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

The school makes good provision for children in the Nursery and Reception classes. As a result, children make good progress and, by the end of the Reception Year, they achieve outcomes that are now broadly in line with age-related expectations. Staff work closely with parents and carers, and with other providers, to ensure that children quickly settle into school. Children, who have been in school for just a few weeks, appear well adjusted and happy. They are learning to work and play well with others, and to share equipment. They pay attention to adults and are eager to follow instructions. The classrooms are lively and welcoming. This, combined with the attractive and extensive outdoor area, ensures that children have a variety of activities which stimulate their interest, engage their attention and support their development in all areas of learning. There is a good balance between activities directed by adults and those that children choose themselves. Most of the teaching is good, but there are some inconsistencies. Where teaching is weaker, it is usually because the independent activities on offer in class are not always purposeful or linked sufficiently to the skills and learning to be developed. Sometimes the teaching does not maximise the use of time so that children learn at a fast enough rate. A notable strength of provision is the good teaching of literacy and numeracy skills. This helps children to make rapid progress from their low starting points in these areas of learning.

Well-focused leadership has contributed to the rising trend in standards over the last three years, and a significant closing of the gap between the school’s outcomes and age-related expectations. There are well-organised systems for gathering information about children’s progress. Adults use this information meticulously to identify vulnerable groups and individuals, and to modify learning activities and support for them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around half the parents and carers returned questionnaires, with most expressing positive views about all aspects of school. A small minority of parents and carers indicated reservations about the management of behaviour. Inspectors saw little evidence of misbehaviour but noted some instances of inattention where pupils were not listening carefully enough to the teachers or to each other’s contributions in lessons.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bournemouth Park Primary School 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 219 completed questionnaires by the end of the on-site inspection. In total, there are 459 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	121	55	92	42	5	2	0	0
The school keeps my child safe	118	54	100	46	0	0	1	0
The school informs me about my child’s progress	87	40	115	53	9	4	3	1
My child is making enough progress at this school	74	34	131	60	7	3	1	0
The teaching is good at this school	97	44	112	51	5	2	0	0
The school helps me to support my child’s learning	89	41	114	52	8	4	2	1
The school helps my child to have a healthy lifestyle	108	49	105	48	1	0	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)	68	31	131	60	5	2	1	0
The school meets my child’s particular needs	81	37	124	57	6	3	1	0
The school deals effectively with unacceptable behaviour	72	33	117	53	18	8	2	1
The school takes account of my suggestions and concerns	56	26	137	63	7	3	1	0
The school is led and managed effectively	88	40	119	54	3	1	0	0
Overall, I am happy with my child’s experience at this school	115	53	97	44	4	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.

29 September 2011

Dear Pupils



Inspection of Bournemouth Park Primary School, Southend-on-Sea, SS2 5JN

I am writing to thank you for making us so welcome when we came to visit your school. Bournemouth Park is a satisfactory and improving school. Pupils have not always done well enough in the past, and attainment has been low. However, you are now making satisfactory progress in lessons and standards are rising as a result. The improvement in last year's Year 6 test scores was impressive, and we could see from your work and teachers' assessments that, if you continue to work hard, you are expected to do as well this year. The changes that school leaders have made to improve the curriculum have been key to this. Your reading, for example, has improved because of the way in which letters and sounds (phonics) are taught. Nevertheless, we want to see you do better still, so we have suggested some ways in which teachers can help you to make faster progress. You can help too by always taking care to read the comments that teachers write when they mark your work, and trying hard to follow their advice.

Among those of you who need extra support with your learning, some make excellent progress but for some of you progress has been too slow. We have suggested some changes to improve this. Again, you can help by making sure that you know your targets and by trying your very best to achieve them.

It was good to see how well you get on together and how much you know about keeping healthy and safe. In part, this is because the school takes such good care of you. Although your behaviour is otherwise good, you do not all listen in lessons as carefully as you should. If you do not listen, then you cannot learn, so that is something you, and your teachers, need to work on.

The headteacher and leadership team can point to notable success in moving the school forward. It is good that several of the teachers visit each other's lessons to check on how well you are doing. We have asked them to make sure that all know what they should look out for so that they make the best use of these lesson observations to make teaching and learning even better.

Thank you for being so helpful on our visit and our very best wishes for the future.

Yours sincerely

Selwyn Ward
Lead inspector

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