

Canewdon Endowed Church of England Voluntary Controlled Primary School

High Street, Canewdon, SS4 3QA

Inspection dates 3–4 October 2012

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching does not consistently provide tasks that are carefully matched to the needs of pupils, including the most able, or provide enough challenge so that they make rapid progress.
- In some lessons, adults do not provide pupils with the help they need or focus closely enough on promoting pupils literacy and numeracy.
- Achievement requires improvement and pupils' attainment has been below national average for the past 3 years but, has improved and is now, broadly average.
- Behaviour and safety requires improvement because pupils sometimes disrupt lessons when there is lack of challenge.
- Incidents of bullying, such as name calling are not always dealt with effectively.
- Leadership and management requires improvement because the focus of senior and middle leadership on developing teaching is recent and has not secured teaching that is consistently good or better across the school.
- Some members of the governing body are yet to understand their roles and do not receive sufficient information to be able to hold the school to account.

The school has the following strengths

- Regular marking and feedback is helping pupils to improve their work.
- Attendance has improved significantly and is now above the national average.
- The governing body has used additional funding effectively to support pupils known to be eligible for free school meals and they are achieving better than other groups.

Information about this inspection

- The inspector observed 10 lessons taught by five teachers.
- The inspector met with two groups of pupils, governors and staff.
- The inspection involved a visit to assembly, listening to pupils reading and observing pupils' behaviour in lessons, at break and lunch times.
- The inspector discussed the school's self-evaluation, the development plan and the minutes of the governing body with the headteacher and governors.
- Information on pupils' current achievement, records related to behaviour, safety and various policies were scrutinised.
- The inspector scrutinised the safeguarding records and monitoring records relating to the quality of teaching and learning.
- The inspection took account of the views of 19 staff and 26 parents expressed in response to the online questionnaire (Parent View).

Inspection team

Samuel Ofori-Kyereh, Lead inspector

Additional Inspector

Full report

Information about this school

- Canewdon is a smaller-than-average sized primary school.
- It no longer operates a Nursery, so children join the school at the start of the Reception Year.
- All pupils are White British.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is below average.
- The percentage of students supported at school action is less than average but those supported at school action plus and with statements of special educational needs is slightly above the national average. Many of these pupils have additional needs associated with behavioural, social and emotional difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school has an Activemark award and Healthy Schools status.

What does the school need to do to improve further?

- Strengthen the quality of teaching and learning so that all teaching across the school is consistently good by:
 - ensuring that lessons are always well-planned with activities that are well-matched to pupils' abilities and actively engage all pupils to make fast progress
 - providing challenge for all pupils so that they all make even better progress.
- Raise attainment across the school so that the progress of vast majority of pupils exceeds national figures by:
 - providing more opportunities for pupils to develop their literacy skills across all subjects
 - developing effective intervention strategies that provide challenge for the more-able pupils to achieve higher standards
 - ensuring that additional adults are deployed effectively to support pupils' learning at all times.
- Improve pupils' behaviour across the school so that it is at least good by:
 - establishing a consistent approach to promoting good behaviour.
- Improve the quality and effectiveness of leadership and management by ensuring that:
 - senior and middle leaders effectively manage and improve the performance of pupils and staff to secure whole-school improvement
 - all the members of the governing body are able to develop their role to support and hold the school to account.

Inspection judgements

The achievement of pupils requires improvement

- The vast majority of children start in the Reception class with skills, knowledge and understanding that are below those expected for their age. They make good progress so that, by the time they join Year 1, their attainment is broadly average. By the end of Year 2, attainment is average.
- In Year 6, pupils make sufficient progress and attainment is broadly average. The attainment across the school is not yet above average. Pupils' work seen in lessons shows that standards in mathematics and writing are improving.
- The reading recovery programme places emphasis on developing pupils' communication and literacy skills, although in some lessons not enough is done to promote these skills. Even so, pupils read widely and regularly, to the extent that attainment in reading for many pupils in Years 2 and 6 exceeds that expected for their age.
- Pupils' achievement, including for disabled pupils and those who have special educational needs, is close to that expected. However, the progress of more-able pupils is lower than found nationally. The current strategies are focused on improving the achievement of pupils in lower ability groups.
- The attainment of pupils supported through the pupil premium is above that expected for this group in reading, writing and mathematics.
- In a combined Year 3 and 4 class, notable improvements were seen in pupils' progress because the teacher used assessment information effectively to help pupils to improve on their previous learning.

The quality of teaching requires improvement

- Teaching requires improvement because teachers' expectations are sometimes too low and they do not always set work for pupils that are matched to their different capabilities.
- Teaching does not always help disabled pupils and those who have special educational needs to make good progress because adults who support them are not always deployed effectively. Not enough opportunities are taken to challenge more-able pupils and develop their independent learning skills.
- Teachers mark pupils' work regularly and consistently. Marking helps pupils to understand what they have done well and what they need to do to improve their work. The vast majority of pupils now know their targets. Opportunities are sometimes missed, however, for pupils to respond to feedback from marking.
- The whole-school approach to improving on teaching and learning through rigorous monitoring of lessons is starting to have a positive impact. For example, in the combined Year 1 and 2 class, the improved use of questioning by the teacher encouraged pupils to think more deeply and extended their knowledge and understanding.

- Teachers often demonstrate good subject knowledge, as shown by clear explanations of key concepts in writing and mathematics lessons. Lesson plans have been reviewed in all subjects to ensure that there are more opportunities to develop pupils' skills, although this is at an early stage.

The behaviour and safety of pupils

requires improvement

- Pupils' behaviour requires improvement because pupils do not always respond to adults. Pupils indicate that bullying and harassment such as name-calling and pushing occur but adults do not always deal with such incidents swiftly and effectively.
- During the inspection, many pupils showed positive attitudes to learning, as demonstrated by their enthusiasm to contribute to discussions in lessons. The majority of pupils are polite and they show this by listening to each other and by holding the door for others. The behaviour seen during the inspection was good but teachers and pupils indicated that this is not always the case.
- The vast majority of parents and carers indicate that their children feel safe at school. Pupils overwhelmingly affirm that they feel safe because they are well looked after by adults. Pupils understand the different types of risks they may be exposed to, including cyber-bullying, and how to respond to them in order to keep safe.
- Pupils indicate that they enjoy coming to school because lessons are fun. Attendance is now above average. Pupils are punctual because of the school's effective effort to engage parents through parent workshops. Pupils who find it hard to control their behaviour receive effective support that enables them to develop self-discipline.
- Racist incidents are rare. When they happen, the school deals with them effectively. Pupils indicate that the designated quiet area created for them helps them to relate well with each other and to play together well. The older pupils look after the younger ones and provide them with emotional and social support when the need arises.

The leadership and management

requires improvement

- The school's self-evaluation is broadly accurate and closely linked to improvement planning which sets out clear targets, review dates and lines of accountability. Aspects of the school that require further improvement are identified and there are plans to secure further improvement.
- The headteacher's leadership is proving to be central to securing improvements. Lesson observations are frequent and rigorous. The feedback from these lessons is used to set challenging targets and support for teachers, to improve the quality of teaching. However, some senior and middle leaders are not involved sufficiently in this aspect of the school's work.
- The school's performance management systems are closely linked to teacher performance targets and pay. However, this has yet to impact fully on pupils' attainment and progress. The school works with external agencies to meet the professional needs of all staff.
- The school has recently introduced a curriculum based around themed topics within each different subject. This is intended to provide opportunities for pupils to develop their reading, writing and language skills but its introduction is too recent to show through in terms of impact.

in raising pupils' attainment.

- There are several extra activities such sports, music and drama. Pupils can apply to join any of the clubs that suit their interest but they indicate that, at times, there are not sufficient places for them. The different extended activities, together with the school's act of worship, make a strong contribution to students' spiritual, moral, social and cultural development.
- The school's inclusion policy promotes equality of opportunities for pupils, particularly those supported by pupil premium, who make better progress than other groups. Pupils have the opportunity to organise charity fundraising events. As part of the curriculum, pupils visit places of interest, such as museums, in order to extend their learning.
- The representatives from the local authority have worked closely with school leaders to improve school self-evaluation and monitoring systems. The support from the local authority is contributing to improvements in the quality of teaching.
- Arrangements to ensure that pupils are safe meet requirements.
- **The governance of the school:**
 - requires improvement because the role of some members of the governing body is not sufficiently developed for them to support school leaders and hold the school to account for the quality of its work.
 - has provided effective financial expertise which ensures that the pupil premium is deployed on the recruitment of learning support assistants and to support pupils to attend clubs and trips.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 115091 |
| Local authority | Essex |
| Inspection number | 405562 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 119 |
| Appropriate authority | The governing body |
| Chair | Tim Clay |
| Headteacher | Christine Eshmade |
| Date of previous school inspection | 7 December 2010 |
| Telephone number | 01702 258238 |
| Fax number | 01702 258891 |
| Email address | head@canewdon.essex.sch.uk |

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