

Purleigh Community Primary School

Pump Lane, Purleigh, Chelmsford, CM3 6PJ

Inspection dates 6–7 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The pupils' outstanding achievement starts from the time they enter the school, where they are inspired and encouraged to excel in everything that they do.
- All pupils are highly motivated, keen to attend school regularly and focus on their learning throughout the day. As a consequence they are making exceptional progress and achieving high standards in all subjects.
- The quality of teaching is outstanding. Lessons are expertly planned and taught by an excellent staff team. They are stimulating, exciting and thoroughly enjoyed, although in some years there are variations in the proportions progressing to the higher than expected levels in writing.
- Excellent support is provided for pupils who, because they are disabled or have special educational needs, require extra support. The work of other adults is exemplary in helping this group of pupils achieve their best.
- Pupils are safe and behave excellently in lessons and around the school. The school has a strong, caring ethos and is very welcoming to children, whatever their level of need.
- Leaders and managers, including the governing body, have improved teaching. It is now typically outstanding throughout the school. Assessment routines are used effectively to gauge pupils' progress and ensure it remains outstanding.

Information about this inspection

- Inspectors observed 16 lessons, or parts of lessons, taught by eight teachers; some were joint observations with senior leaders.
- They met with groups of pupils, the Chair of the Governing Body and members of staff.
- The lead inspector met with a representative of the local authority.
- Inspectors looked at pupils' work and heard pupils read.
- Inspectors took account of the 33 responses to the on-line Parent View survey and held informal discussions with parents.
- They observed the school's work, and looked at school documentation, including data on pupils' progress, evidence of self-evaluation and monitoring records.
- Inspectors analysed questionnaire responses from 22 staff.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Diana Songer-Hudgell

Additional Inspector

Full report

Information about this school

- Purleigh Community Primary School is slightly smaller than the average sized primary school. Most pupils attend from the local community. Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is below average. The proportion of pupils who are supported through school action is below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional income provided to the school) is well below average.
- The school meets the current government floor standards, the minimum standards expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Sustain pupils' outstanding rate of progress and high achievement, particularly in writing, by:
 - consolidating pupils' writing skills and opportunities to apply these creatively in all subjects
 - enhancing the already strong use of information and communication technology in lessons.

Inspection judgements

The achievement of pupils is outstanding

- Children start in the Early Years Foundation Stage with skills and abilities that are in line with age-related expectations. They make outstanding progress across all areas of learning, and skills and knowledge improve very well through a range of well-planned, practical activities. The interesting range of both adult- and child-led play and educational opportunities ensure children develop into confident pupils.
- Pupils make outstanding progress through the school because teaching is of a high calibre. Teachers inspire all pupils to succeed and to share responsibility for their learning. The pupil premium funding has been used very effectively to support pupils' emotional well being and has raised attainment, so that gaps between the attainment of these pupils and that of all pupils are narrowing.
- Excellent progress in the basic skills of literacy and numeracy is sustained throughout each year. Attainment in reading is consistently very high. Pupils are passionate readers, who derive great pleasure from reading a wide range of books, and their speaking and listening skills are excellent. This means that pupils produce very high quality work for topics and projects.
- The progress of disabled pupils and those with special educational needs is excellent due to an exceptionally clear focus on their specific needs, based on careful tracking and specially-designed support. All other groups of pupils, including those who are known to be eligible for the pupil premium and those who join the school mid-key stage, also make very swift progress.
- Progress is outstanding because teachers plan their lessons with great accuracy and flair. Teachers' understanding of each individual pupil is exceptional and learning is continually modified to meet fully the pupils' changing needs. For example, in the Early Years Foundation Stage the planning is continually adapted from one lesson to another and is highly focused on what children need to learn next as well as on their interests.
- Highly effective use of assessment during lessons enables pupils to be fully supported and challenged, as in a Year 6 literacy lesson. When pupils used vocabulary incorrectly in sentences, the teacher expertly adjusted her questioning to ensure they understood how to use words such as 'thriller' and 'tense' correctly. This resulted in extremely fast progress being made by pupils.

The quality of teaching is outstanding

- Teachers move learning on with very well-focused and probing questions that continually keep pupils on their toes and this is consistent across the school. Teachers frequently challenge pupils with questions such as 'How can we make that better?' and 'Are you sure about that?' Consequently, pupils told inspectors lessons are 'challenging...very challenging.'
- In the Early Years Foundation Stage, excellent relationships and a supportive learning environment mean that children settle well and develop positive attitudes to their learning. This continues throughout the school so that pupils feel confident to try continually to improve their work. In an excellent Year 6 lesson this was illustrated when pupils showed total determination to write a better piece of work than their first draft.
- The teaching of letters, and the sounds they make, gives younger pupils a very secure basis from which to learn to read. Weaker readers are well supported throughout the school. Carefully

chosen books are analysed closely in well-planned sessions of guided reading and regular reading at home is encouraged.

- Teachers imaginatively engage their pupils, giving plenty of opportunity for pupils to develop and express their opinions, combined with time to learn independently. For example, in an excellent Year 4 lesson pupils not only gave their opinions on their own work but also on the work of others. This assessment activity led to outstanding progress in the pupils' development of eye-catching headlines.
- Skilled teachers and experienced teaching assistants plan lessons as a team to ensure that as pupils move between working individually or as a group they make rapid progress. Tasks are innovative and challenging, ensuring that pupils are fully engaged. Teachers anticipate the pupils' needs and take every opportunity to extend their learning. The use of resources enables pupils to see how taking a risk and having a go at something may lead to personal as well as academic achievement.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is excellent. Pupils show a lively enthusiasm for their learning, are exceptionally well motivated and enjoy school and the teaching. One pupil said, 'The teachers are real fun.' A parent affirmed this saying, 'My child gets upset at the weekend because he can't come to school.'
- Pupils behave extremely well around the school and in different learning environments. They show a keen interest in visiting adults who enrich the curriculum. They know that there are clear expectations for their behaviour that are consistently applied by all staff. They respond well by developing a very good sense of responsibility for their own conduct and this ensures the school is very purposeful and happy.
- Pupils say they feel safe and are unequivocal that there is very little bullying in the school and are confident that should any occur the adults would bring about a swift and amicable resolution. The school has ensured that pupils are well informed about bullying in its various guises, including bullying that might arise through the misuse of computers or mobile telephones.
- Pupils attend regularly and attendance is above average. The school is working hard to ensure that there are no pupils who are persistently absent, as this has a negative impact on their progress. There have been no exclusions for the last five years.
- The school is a highly inclusive community and provides for pupils with a wide range of needs. Disabled pupils and those who have special educational needs or who are identified as vulnerable are supported very effectively in all school events.
- Parents and carers report very few worries about behaviour and neither they nor the pupils report concerns about bullying of any kind, because it is so rare.

The leadership and management are outstanding

- The management team, led very well by the outstanding headteacher, rigorously targets identified weaknesses. Expectations are high and over the last three years there has been a trend of better learning and improving progress in all subjects. Staff are totally committed to

improving the school further and collaborate very effectively, so contributing to better opportunities for pupils and ensuring that pupils' exceptional achievement is maintained.

- School self-evaluation is highly accurate. The school has an excellent knowledge of itself and has a well-judged agenda for further improvement. Monitoring and evaluation are thorough and targets in the school development plan are explicitly linked to the improvement of learning.
- Performance management supports teachers' continuing professional development very well and has ensured that they take full responsibility for the progress of pupils in their class. The school ensures the teachers' standards are central to the expectation of staff and targets are closely tailored to pupils' achievement. Governors have a very good understanding of the part that performance management plays in improving the quality of teaching and its link to salary progression and promotion opportunities.
- The curriculum is exceptionally well planned to support excellent progression in reading, writing and mathematics. The well-planned themes and topics, and the visits and visitors associated with them, make classroom activities vibrant and interesting to pupils. Pupils' personal development and their spiritual, moral, social and cultural development are very well supported by a broad curriculum that includes a wide range of extra-curricular sporting and musical activities. The school acknowledges that there is scope in some classes for pupils to make greater use of their skills in writing and information and communication technology in a range of different subjects.
- The school has received effective support from its local authority and other external providers in recent years. This has helped to improve the quality of teaching and raise standards in mathematics and science, which were identified at the time of the last inspection as below that of English.
- There are many well-established partnerships between the school and different groups. Parents and carers are very close partners with the school. They actively support the school community and are, in turn, supported by the school. Highly appreciated workshops encourage parents to support their children's learning.
- **The governance of the school:**
 - sets high expectations of staff alongside being extremely supportive of school activities and bringing a very wide range of expertise to the role. The governing body takes on a strategic role and has a clear view of how the school should develop further and maintain the excellent performance of pupils. This is because monitoring activities are highly focused and make use of a wide range of information such as direct observation, pupil interviews and data. This enables governors to have a clear and accurate view of the quality of teaching and pupils' views on the school and ensure safeguarding arrangements meet requirements. Governors are fully aware of the use and effectiveness of pupil premium funding, as shown on the school's website.

What inspection judgements mean

School		
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

Unique reference number	114918
Local authority	Essex
Inspection number	403250

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	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Yvonne Norburne
Headteacher	Joseph Figg
Date of previous school inspection	25 February 2008
Telephone number	01621 828282
Fax number	01621 829564
Email address	admin@purleigh.essex.sch.uk

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