



Doggetts Primary School and Nursery

Inspection Report

Unique Reference Number 114940
LEA ESSEX LEA
Inspection number 279481
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector Mr. Paul Missin LI

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

Type of school	Primary	School address	The Boulevard
School category	Community		SS4 1QF
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01702 546237
Number on roll	88	Fax number	01702 530693
Appropriate authority	The governing body	Chair of governors	Mr. David Christian
Date of previous inspection	4 May 2004	Headteacher	Miss. Rachael Plunkett

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is much smaller than most and there has been a significant and continuous drop in the number on roll in recent years. Pupils' attainment on entry is below average. The proportion of pupils receiving free school meals and those with learning difficulties and disabilities is well above average. Almost all pupils are from White British backgrounds and none is at an early stage of learning English. There has been a high staff turnover in the last two years and pupil mobility is also very high. The inspection in May 2004 judged that the school had serious weaknesses. The school is subject to reorganisation proposals.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school has continued to make steady progress since the inspection in 2004. The school's previous designation as having serious weaknesses no longer applies. The school and inspector agree that it is providing a satisfactory standard of education for its pupils and gives satisfactory value for money. The school has a satisfactory capacity to improve further. This is a caring school. One parent commented, 'The staff are approachable and always ready to help. I know that if I have a problem or a concern they care'. The headteacher leads the school well. She has a clear vision for the school and the fact that the school has continued to improve during a time of significant change is a reflection of her energy, skill and commitment. However, there are insufficient experienced senior staff to provide effective management support for her and current school development planning lacks some detail. Governors give satisfactory overall support. Pupils achieve satisfactorily across the school. Standards and provision in the Foundation Stage are satisfactory. The weakness in the provision for children in Reception identified during the last inspection has been rectified. From a below average start when they first enter school, pupils make satisfactory progress. Pupils' standards are below average at the time they leave the school. Teaching and learning are now satisfactory. Several teachers are new to the profession and are making a good start. However, teachers do not always plan activities which match the abilities of all pupils in their classes well enough. Assessment in literacy and for pupils with learning difficulties and disabilities is good, but this information is not used consistently across the school to raise overall standards. The curriculum is satisfactory and is enhanced well through interesting visits and visitors to the school. Pupils' social and moral development is promoted well and most pupils enjoy coming to school. They take part in good physical education activities. However, despite the school's best endeavours, attendance rates remain below average.

What the school should do to improve further

- Continue to strengthen leadership and management by improving school development planning and further developing the roles of senior teachers and subject leaders.
- Raise the quality of teaching and learning by ensuring that teachers provide activities which are more closely matched to pupils' abilities, especially for the more able.
- Use assessment information more effectively to analyse overall attainment trends, monitor the progress made by different groups and to set clearer improvement targets for pupils.
- Improve attendance by continuing to work with parents and pupils, and implement strategies to encourage regular attendance.

Achievement and standards

Grade: 3

Achievement is satisfactory. On admission, most children's knowledge and understanding are below average. Some children have very limited language and social development. Most make satisfactory progress in the Foundation Stage, but are still

reaching standards which are below average by the beginning of Year 1. Pupils' sound progress is maintained between Year 1 and Year 6 leading to below average standards by the time they leave. The value added to pupils in Year 6 in 2005 was similar to that found in most schools. Pupils are on track to meet adequately challenging targets in Year 6. There are areas for the school to improve. The school has not analysed sufficiently the impact of the high levels of mobility or poor attendance on pupils' achievement. Insufficient reference is made in teachers' planning to the needs of more able pupils and, as a consequence, other than in English in 2005, pupils are not making all the progress that they could. Pupils with learning difficulties and disabilities make sound progress towards their own learning targets.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Pupils' social and moral development is good. Expectations are made clear and pupils have a sense of belonging to the school community. This is fostered by the opportunity for pupils to represent others on the school council. Councillors valued the input they were able to give in designing the playground and redeveloping the toilets. Improvements have been made to pupils' cultural awareness since the last inspection. It is now satisfactory. Pupils enjoyed the Didgeridoo workshop and the work done on Aboriginal art. Pupils' behaviour is satisfactory and they say that they mostly enjoy coming to school. However, this is not reflected in the below average attendance rate which has not improved in the current year. The school works hard to remind parents about the importance of regular attendance and has organised competitions and rewards for good attenders. Pupils have a good appreciation of the importance of exercise and healthy lifestyles. They take part in regular physical education activities, including the use of their own swimming pool in the summer. The development of pupils' personal skills, such as their ability to be self reliant and to collaborate with others is adequate. Pupils' knowledge of the key skills, such as reading and writing, that will help them in the future is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teaching was unsatisfactory overall at the time of the last inspection. Most teachers now are new to the profession. They are effective and have been supported well. There are good elements to the teaching. Teachers at times choose interesting topics to secure pupils' interest and practical activities enable equipment and resources to be used well. The teaching of pupils with learning difficulties and disabilities is satisfactory. However, work is not always matched well to pupils' differing abilities, especially for those who are more able, which slows their progress. Teaching assistants are sometimes too inactive and do not always

support pupils' learning effectively. Assessment procedures are satisfactory. They are good in literacy where good information is collected and used well to identify pupils who require further support. The good assessment of these learners enables their needs to be met with carefully targeted individual learning plans. Across the school, an important shortcoming is that data is not analysed sufficiently well to provide a clear view of overall attainment trends, the progress made by different groups or to set clear targets to show pupils how to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It meets statutory requirements and appropriate emphasis is placed on the provision of basic literacy and numeracy skills for pupils. A strength of the curriculum is in the variety of provision, such as support and booster groups organised in literacy, which accelerate pupils' progress. A weakness is that higher attaining pupils are not sufficiently well challenged by the work in some subjects. The curriculum for pupils with learning difficulties and disabilities is satisfactory, enabling them to make sound progress in their learning. Interesting and useful enhancements are provided such as the use of philosophy lessons to encourage thinking skills and by French lessons in Years 5 and 6. The provision of extra curricular activities is good and clubs such as football, drama and 'Street Dance' offer pupils opportunities to exercise and to be creative. Visits to the British Museum and the Isle of Wight help to bring the curriculum to life. Effective use is also made of local facilities such as the fire brigade, police and community health staff to develop pupils' appreciation of the local community.

Care, guidance and support

Grade: 3

The school provides good levels of care. All adults work well together. There are effective procedures for child protection and health and safety. There are close and regular links with external agencies, for example, to support needy pupils. A breakfast club provides a meal for some pupils before school. The school works hard to extend its caring approach to parents. The number and enthusiasm of those attending the mother and toddler coffee morning and the success of the family learning programme, 'Keeping up with the Kids,' is an indication that this is beginning to be successful. Nursery provision helps young children settle quickly to school routines. Pupils confirm that they have achievement targets which are shared regularly with their parents, but that these are too general to be really helpful in showing them how to improve the quality of their work. The needs of pupils with learning difficulties and disabilities are quickly assessed and clear learning plans are devised. Teachers' planning and assessment data do not sufficiently identify the more able pupils and currently their needs are not being consistently met.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The leadership provided by the headteacher is good. The headteacher has a clear and realistic view of the school's strengths which is reflected in an accurate self evaluation statement. The headteacher's vision and commitment have ensured that the improvements indicated during the monitoring visit in January 2005, carried out by Her Majesty's Inspectorate, have been successfully maintained. The school's capacity to make further improvements is satisfactory. Management of the school is satisfactory. The school has had to focus on supporting the teachers who are new to the profession rather than on wider curricular revision. The largely inexperienced staff has also meant that other than in literacy, which is managed well, subjects have not benefited from effective coordination. This largely explains why standards in English have improved faster than in other subjects. There is insufficient detail in the current development plan to lead and track the school's development. Governance is satisfactory overall. Individual governors support the school well and provide effective links with the local community. The views of all those connected with the school are taken into account. There are a number of vacancies on the governing body and several are new to their posts.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me when I came to your school recently to see how well you were doing. I enjoyed meeting you and being with you in some of your lessons. I particularly enjoyed having lunch with members of the school council. I think that yours is a caring school and some of your parents told me how pleased they were about this aspect of the school's work. All the adults work well together and you feel safe and well looked after. Children in the Reception and Nursery class learn quickly what being in school means and I saw how they enjoyed playing outside on lots of different activities. You told me that you mostly liked school but too many of you do not come to school regularly enough. You make progress in your learning. Your teachers look after you well but some of the work which they ask you to do is too easy and some of it is too hard. You said you wanted some lessons to be more interesting. Teachers keep lots of records of how well you are doing in reading and writing but not in other subjects. This information is not used well enough to show how the whole school is doing or to show you how to improve. Your headteacher is good. She leads the school well but plans for the school's further development and the way that other teachers can help in this are not clear enough.