



Ivy Chimneys Primary School

Inspection Report

Unique Reference Number 115013
LEA ESSEX LEA
Inspection number 279495
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mr. Anthony Knight LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Ivy Chimneys Road
School category	Community		CM16 4EP
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01992573518
Number on roll	238	Fax number	01992560417
Appropriate authority	The governing body	Chair of governors	Mr. Nigel Avery
Date of previous inspection	14 February 2000	Headteacher	Mrs. Denise Drew

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. Meetings were held with the headteacher, the assistant headteacher, the curriculum leaders for literacy and numeracy, representatives from the governing body and the school council. All classrooms were visited and informal discussions were held with members of staff and pupils. An assembly, an early morning physical exercise programme for selected pupils and break-times were observed. Samples of work were examined and a range of documents scrutinised.

Description of the school

Ivy Chimneys is a primary school of broadly average size with 238 pupils aged 4-11 years. The percentage of pupils from minority ethnic groups is below the national average and only a few do not have English as their first language. The percentage of pupils with learning difficulties or disabilities is below the national average and the percentage of pupils with a statement is similar to the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Ivy Chimneys is a good school with some outstanding features. The school has improved considerably over the last two years and is poised to make even greater progress. The school is accurate in judging its overall effectiveness as good. Good leadership and teaching have enabled good standards to be achieved. The school sensibly plans to give the same attention to mathematics that has successfully raised standards in English. It is also embedding the use of pupil targets and making sure all pupils know exactly what they need to do to reach even higher standards. The staff work excellently together and provide an outstanding level of care for all pupils. Pupils' personal development is good and pupils enjoy coming to school. All pupils benefit considerably from an outstanding curriculum that includes a wide range of interesting learning experiences. The school is rightly giving appropriate attention to improving attendance. This inspection confirms the judgements made by the school and endorses the actions being taken by the school to secure further improvement. The school has made good progress since the last inspection and provides good value for money.

Achievement and standards

Grade: 2

Achievement and standards are good overall. Attainment in Key Stage 1 is slightly above the national average and there has been a steady improvement in standards over the last five years. In 2005, pupils in Year 2 achieved very well in reading and writing, particularly at the highest level. Attainment in Key Stage 2 is also slightly above the national average. Overall progress from Key Stage 1 to Key Stage 2 has improved over the last three years and in 2005 placed the school in the top 20 per cent of all maintained schools. Progress in English was particularly good. The schools' targets in 2005 were broadly met in mathematics and exceeded in English. Current Year 6 pupils are on track to at least meet the targets set for 2006. The school has identified that boys' achievement is not as high as the girls' and has put effective measures in place to raise boys' attainment. Pupils enter the school with broadly average attainment and make good progress in the Foundation Stage. However, a slight fall in attainment on entry over the last two years has lowered the standards reached at the end of the Foundation Stage.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are confident and very happy in the school. They are articulate and keen to talk about their work. They are friendly and courteous to visitors. Their behaviour is always good and most pupils commit themselves fully to the work. Some pupils show excellent involvement and contribute much to their lessons. Pupils' spiritual, social, moral and cultural development is good overall. They work very well together in lessons and look after each other at play times. They have a clear understanding of what constitutes appropriate behaviour

and gain knowledge of different cultures through a wide range of activities. While pupils consider spiritual issues, some opportunities are missed for pupils to reflect more deeply on personal views and the views of others. Pupils are aware of the need to be safe and to eat healthily. They appreciate the importance of physical exercise and enjoy taking part in the extracurricular sports activities. Pupils contribute much to the school through the active school council and are developing the skills they need to succeed when they leave the school. Attendance has improved and is now satisfactory

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers plan carefully and diligently collect and use information about pupils' attainment to match the tasks to the pupils' different learning needs. Pupils have well chosen learning targets that are helpfully illustrated by examples. However, pupils are not always aware of these targets and they do not always know what they need to do to improve their work further. Relationships between teachers and pupils are excellent and pupils are skilfully engaged in the work. Teachers use effective teaching strategies and impressive consideration is being given to finding even better ways to increase boys' involvement and attainment in all lessons. Some teachers use excellent questioning techniques to challenge and extend pupils' answers. Interactive white boards and displays are used effectively to support and reinforce learning in the classroom. Good support is provided by the teaching assistants.

Curriculum and other activities

Grade: 1

The curriculum and other activities are outstanding and have benefited considerably from a well planned and thorough process of development. The process began with an appropriate audit of provision and is now exploring ways to create effective links between subjects. The curriculum is greatly enhanced through a wide range of enrichment activities and extra curricular opportunities. The introduction of physical games for some pupils with learning difficulties or disabilities at the beginning of every day is a particularly effective innovation. The curriculum promotes excellence and enjoyment for all learners.

Care, guidance and support

Grade: 1

The care, guidance and support given to pupils are outstanding. Pupils feel safe and know who to approach when they need help. Child protection procedures and risk assessments are securely in place. All staff know the pupils very well and work hard to make sure every pupil enjoys being at school. Pupils with special educational needs are supported well. The school has developed excellent records of pupils' progress so

that focussed support is being used increasingly to ensure all achieve as well as they can. Parents are kept fully informed about the progress of their children.

Leadership and management

Grade: 2

The leadership and management of the school are good with several outstanding features that have not had sufficient time to show their full impact on standards. The school is led excellently by the headteacher, assistant headteacher and senior management team. There is a clear vision for the school and all staff work excellently together. The investigation into boys' attainment and the development of the curriculum highlight an impressive depth of thinking that is increasing the quality of provision. The school knows itself well because self-evaluation systems are rigorous. However, while the school's self-evaluation form provides a very good overall picture of the school there is insufficient detail to show why some of the priorities for improvement have been chosen. The governing body provides very good support to the school. Governors have designated areas of responsibility and increasingly have acted as critical friend to the school. The response from parents in the inspection questionnaire was overwhelmingly positive with several parents expressing high praise for the school. Good links have been made with other schools and good support has been given by the Local Authority. Good progress has been made since the last inspection and recent improvements place the school in a strong position to secure more rapid progress.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

I really enjoyed coming to your school and talking with you. You welcomed me very warmly and were keen to tell me about your work. I was very pleased to see how all the adults in the school work hard to make sure that you are happy. Your parents and carers are correct in thinking that you go to a good school. You are kind and considerate towards each other in lessons and at playtime. I especially enjoyed seeing how well the younger pupils behaved and sang together in their assembly. I also enjoyed meeting the school council who are contributing much to the school. You are lucky to have such a range of exciting opportunities to learn about different things. I was very pleased to see that most of you have found out that the harder you work the more you enjoy it. I do know that your headteacher and teachers are giving everyone the very best help and will make sure that you all do well. It is clear that your school knows what you need and what to do to improve the school even further. You have helped make the school good and can also help now to make it even better. I wish you all the very best for the future.