



Bournemouth Park Primary School

Inspection Report

Unique Reference Number 133771
LEA SOUTHEND-ON-SEA LEA
Inspection number 282378
Inspection dates 29 March 2006 to 30 March 2006
Reporting inspector Mrs. Sandra Tweddell LI

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

Type of school	Primary	School address	Bournemouth Park Road
School category	Community		SS2 5JN
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01702 468046
Number on roll	529	Fax number	01702 603184
Appropriate authority	The governing body	Chair of governors	Mr. Michael Dedman
Date of previous inspection	Not applicable	Headteacher	Mrs. Angela Hutchinson

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bournemouth Park, which opened in September 2003, is a very large school in Southend-on-Sea. This was the first inspection of the school. It has a Nursery and an Early Years Resource Base which takes children who have special educational needs. It also has a Nurture Unit for pupils in Years 1 and 2. This is a specially funded class for pupils with significant emotional and learning needs. The number of pupils who are eligible for free school meals is well above average and there are more pupils with learning difficulties and disabilities than in most schools. The number with statements of special educational need is broadly average. About 80% of pupils are of White British background and a large number come from a wide range of minority ethnic backgrounds. Many children are at early stages of learning English. The population of the school changes constantly as a large number of pupils enter and leave during the year, particularly between Years 3 to 6. The school has achieved the Healthy Schools award and the Basic Skills Quality Mark. Children enter the school with attainment which is well below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Very strong leadership by the headteacher is raising standards but the full impact has yet to be seen in the standards that pupils reach. Inspectors, agree with the school that its overall effectiveness is satisfactory and that it gives satisfactory value for money. The school has moved from strength to strength in the past two years because of rigorous management systems brought in by the headteacher. The senior leadership team has a positive approach based on reflection and discussion of problems that often leads to innovative and successful solutions. The school is improving quickly and has good capacity to improve further. Standards at the end of Year 6 this year are close to average, although fewer pupils than average reach the higher levels in the tests. Children in the Nursery and Reception classes, where provision is good, progress well from a very low starting point. In the main school, the progress for all groups of pupils, including those with learning and behavioural difficulties, is now satisfactory, despite the high proportion of pupils who enter the school after the Reception year. A significant factor in the improving standards is the strong care and support for all pupils, especially those with learning difficulties and disabilities. Pupils' personal development is good and most behave well and enjoy their work. The quality of teaching is satisfactory and has some good features. However, a priority for the school, confirmed by inspection findings, is to improve the consistency of teaching across the classes. Inconsistencies occur in the effective use of teaching assistants, in the use of pupils' targets and in the promotion of pupils' speaking and listening skills. Assessment is used well by leaders to raise standards and targets are set for all pupils for English, mathematics and science. However, full account is not always taken of pupils' targets.

What the school should do to improve further

- Increase the proportion of pupils reaching the higher levels of the national tests in English and mathematics. - Improve the quality of teaching by ensuring that in all lessons complete account is taken of pupils' targets, that teaching assistants always make a significant contribution, and that pupils' speaking and listening skills are promoted fully.

Achievement and standards

Grade: 3

Most children start school with much ground to make up, particularly in their literacy skills and personal development. They make good progress in the Nursery and Reception classes, but about a quarter do not fully make up the ground they have lost. However, standards move from being well below average to below average. In 2005, standards improved at the end of Year 2 and in English across the school but declined in science and mathematics at the end of Year 6. Standards and progress in this year group were affected by the large number of pupils who joined the school late and by the large number of pupils with learning difficulties and disabilities. For example, in the current Year 6, only half of the year group started school in the Reception classes. Standards

have improved this year and are nearer to average, although fewer pupils reach the higher level of the tests than in most schools. The progress that pupils make has also improved and almost all pupils, including those with learning difficulties and disabilities, make the progress they should. This year, teachers have successfully worked to raise standards in mathematics and science. Boys' literacy skills are improving as the teaching has changed to take account of their needs, but there is more to do. The school has set challenging targets for this year and is on track to achieve them.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy school. One pupil thought that the kindness shown by adults and the other children to each other, was a strength of the school. Pupils make a strong contribution to the school community through their work on the school and class councils and as class monitors. They have a sound understanding of other cultures as they learn about Chinese New Year and share different foods and lifestyles in their multicultural weeks. Pupils' attitudes and behaviour in lessons and around the school are good. Pupils in the Nurture Unit do well and improve their behaviour and learn to cope with their emotions. A few parents thought that there had been some bullying and pupils agreed. Inspectors judge that the school takes the issue seriously and procedures to reduce its impact have been successful. Pupils agreed that a recent anti-bullying week had worked well. Attendance is satisfactory. The way the school monitors and analyses attendance patterns and encourages better attendance are good. Pupils have a good understanding of safety and of healthy lifestyles and are involved in a wide range of sports activities in school and in after school clubs. They make a sound contribution to the wider community, for example, they support a local children's hospice. Pupils' personal qualities and their use of basic literacy and numeracy skills equip them soundly for their life within the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and has some good features. Lessons are planned well so that they usually move briskly to maintain the interest of the pupils. Much of the teaching focuses on encouraging pupils to think for themselves so that they do not rely too much on the teacher. In one example, pupils enthusiastically helped a fellow pupil work out a rule for a number pattern. Relationships are generally good, which gives pupils the confidence to make mistakes and learn from them. Teaching encourages good behaviour and most pupils have positive attitudes. In some classes, pupils' poor literacy skills, and their limited speaking and listening skills affect their learning. Where there is good teaching, teachers encourage pupils to develop their language by asking them to say more, but this feature is inconsistent. Teaching assistants offer good support in some, but not all lessons. Although much of teaching

is positive, there is inconsistency in the promotion of these aspects between classes and this weakens teaching and learning. Assessment is used well by senior leaders to raise standards, for example by identifying pupils who are falling behind and putting methods into place to support them. All pupils are set targets for literacy, numeracy and science and most pupils know what their targets are. However, the targets are used inconsistently on a day-to-day basis, so that they are not reinforced regularly.

Curriculum and other activities

Grade: 2

The curriculum is good. The opportunities provided are broad and are designed to stimulate pupils' interests and imaginations. The long term planning adequately supports pupils' progress. Information and communication technology (ICT) is used well to develop pupils' skills in this subject and others. For example, they use their ICT skills effectively to create presentations about famous people from the past. Pupils' skills in producing presentations are particularly good as they use animated images and text well. French is taught throughout the school. Themed weeks are planned to make learning more exciting for pupils. Provision for drama has improved significantly and a considerable proportion of pupils have attended local authority activities and won awards. Planning for pupils' personal, social, health and citizenship education helps them to make good progress in their personal development. The provision in the Nurture Unit is very good and the work is planned well to take full account of the pupils' needs. A significant proportion of pupils take part in local authority events such as sports tournaments, music festivals and dance shows. After-school clubs offer a sound range of activities including sports and the arts.

Care, guidance and support

Grade: 2

The care, guidance and support that pupils receive are good. There are some significant strengths in these areas. Pupils feel safe and are well looked after as teachers and support staff know the pupils well. One parent wrote, 'I feel all the adults understand the children and are knowledgeable about their strengths and weaknesses'. Vulnerable pupils receive particularly effective support. The school inclusion manager provides excellent guidance and support for pupils and their families and ensures that other agencies are involved when appropriate. Support for pupils' emotional and behavioural needs in the Nurture Unit is very good. The very high number of exclusions last year was because of a few pupils with extreme behavioural problems. The number of exclusions has now dropped through more measured and effective intervention. There are clear procedures for child protection, and health and safety checks are rigorous. Academic guidance is good and pupils are familiar with their targets for improvement.

Leadership and management

Grade: 2

The leadership and management are good, although they have not yet had a full effect on pupils' achievement. The headteacher is particularly inspiring and works energetically to share and achieve the school's aims. Every child does matter at the school. Newcomers are quickly integrated and pupils' personal, social and emotional needs are particularly well met because of the headteacher's vision and use of specialists. The school has a good capacity to improve because of the really strong leadership of the headteacher and senior leadership team. Standards are already rising. The quality and effectiveness of self-evaluation are good. The school is highly focused on raising standards further. The senior leaders analyse pupils' progress well through the tracking system which allows them to identify any pupils who are not achieving enough. However, not enough teachers are using targets and specific criteria well enough to assess pupils' success. Parents are included in self-evaluation satisfactorily through parent questionnaires and discussion. Governance is good. Before governors come into the school to evaluate how well it is doing, questions that will assist them to gather effective information are agreed with the headteacher. The chair of the governors is clear about the strengths and areas for development. Governors effectively analyse how each area from the school improvement plan is progressing. Finances are managed and the school gives satisfactory value for money.

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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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	3	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?	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	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?	2	NA
How well are learners cared for, guided and supported?	2	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	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	3	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

You may remember that we visited your school recently. Thank you for answering our questions and for making us so welcome. I am writing to let you know what we found out about your school. Your work is improving and many of you are working hard to make it even better. You are trying hard to find out information for yourselves and to find the answer to problems that your teachers set you, for example, in English and mathematics. Teachers and other adults in the Nursery and Reception classes give you a good start to your learning so that you are ready to learn new things when you go into Year 1. Many of you join the school at different times of the year and you are made to feel part of the school very quickly. When you have personal problems, there are many adults to help you understand why you are feeling unhappy and to make you feel better. Your headteacher and the other senior staff help all the adults to make sure you do well. Many of you told us that you enjoy coming to school and that you like your work. We have asked the school to do two things. The first is to make the teaching even better than it is, especially through you really understanding your targets and keeping an eye on how well you are doing to reach them. The second is to help you to do even better in your work and reach higher levels. Good luck in the future.