



# Boreham Primary School

## Inspection Report

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**Unique Reference Number** 114937  
**Local Authority** ESSEX  
**Inspection number** 290081  
**Inspection date** 22 November 2006  
**Reporting inspector** Alison Pangbourne

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

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<b>Type of school</b>	Primary	<b>School address</b>	Juniper Road
<b>School category</b>	Community		Boreham, Chelmsford
<b>Age range of pupils</b>	4-11		Essex CM3 3DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01245 467625
<b>Number on roll (school)</b>	184	<b>Fax number</b>	01245 461944
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Fran Luke
		<b>Headteacher</b>	Mrs Colleen Corkhill
<b>Date of previous school inspection</b>	3 July 2001		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This smaller than average school serves a mixed area; in some parts there is significant disadvantage. Most pupils come from White British families with a few from minority ethnic backgrounds. None are at an early stage of learning English. The attainment of most children on entry to school is significantly below average, particularly in language and social development. The proportion of pupils with learning difficulties and disabilities is broadly average. The proportion of pupils eligible for free school meals is considerably below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

The school aims to 'create a thinking and learning culture within a caring environment' and this sums it up admirably. It is an outstanding school where every child really does matter. Parents are overwhelmingly positive and one wrote, 'It is a wonderful school where children learn in a lively and caring environment.' The pupils endorse this saying, 'We get a good education in a friendly school.'

Pupils' personal development is outstanding. They become confident and independent because they receive such excellent care, guidance and support. Their social and emotional needs are taken very seriously and this helps them to do so well. Pupils' behaviour is excellent and they are polite and friendly to visitors. The older pupils play an excellent part in the running of the school, taking on many responsibilities and caring for younger ones. The outstanding emphasis on healthy eating means that pupils know what makes a balanced diet. The school rule of 'Hurt body, hurt feelings, tell a grown-up' means that pupils feel exceptionally safe at school.

The exceptional curriculum with its broad range of visits to interesting places and the very high number of unusual out of school activities, results in pupils showing an excitement and enthusiasm for learning. The vibrancy of the curriculum is evident in the work on display. There is excellent provision for pupils with learning difficulties and disabilities and for those with specific talents. This has a significant effect on the excellent progress these pupils make.

Pupils are set very challenging targets and make outstanding progress. Again a parent wrote, 'I do not think my child would be better educated and cared for in any other school.' Achievement is excellent. Children get off to a good start in the Reception class but do not quite reach the expected standard by the beginning of Year 1 because they have so much ground to make up and such limited language and social skills when they start school. Standards have been steadily rising in recent years and by the end of Year 2, they are broadly average in reading and writing and above average in mathematics.

Pupils continue to make excellent progress as they move through the school. Standards have been exceptionally high in mathematics and science in some years recently depending on the number of pupils with learning difficulties in the year group. By the end of Year 6 standards overall are above average in English, mathematics and science. Pupils achieve exceptionally well because teaching and learning are outstandingly successful, activities are very well matched to their needs and their progress is very closely monitored. If a pupil appears to be lagging behind or doing exceptionally well then programmes are put in place to help them do as well as possible.

The school's success is due to outstanding leadership and management. The headteacher and deputy headteacher lead the school with enthusiasm and a commitment to the highest possible standards in all aspects of the school. They have a very accurate view of the school and are continually searching for ways to make a successful school even better. They are very effectively supported by the governors and staff, who all fulfil their management roles extremely effectively. Even the pupils

are involved in planning for school improvement. They have correctly identified in their action plan that they should use the very new computer suite more often to develop their skills across the curriculum. This quest for further improvement and the huge improvement that has taken place since the previous inspection shows that the school has an outstanding capacity to improve even further. It provides excellent value for money.

### **What the school should do to improve further**

- Plan the use of the new computer suite to develop further the use of information and communication technology (ICT) across the curriculum to raise standards still further.

## **Achievement and standards**

### **Grade: 1**

Children make good progress in the Reception class because they are taught well and there are interesting things to do. There is a strong emphasis on developing language and social skills as these are poorly developed when they start school. However, children do not quite reach the expected standards by the beginning of Year 1.

Pupils' achievement is excellent through Years 1 to 6 and this is reflected in Year 2 assessments for 2006 where standards had risen to average in reading and writing and above average in mathematics from significantly below average when they entered the school. National tests for Year 6 in the same year were above average in English, mathematics and science. Pupils met the challenging targets set for them. Similar standards were also seen in lessons.

## **Personal development and well-being**

### **Grade: 1**

Pupils are extremely well behaved and thoroughly enjoy school. Attendance is above average. The many opportunities for sport before and after school and physical education lessons help to keep them healthy. They have an excellent understanding of healthy eating because they plan and cook breakfast and grow and eat their own vegetables. They make an excellent contribution to their community by fund raising for their chosen charities and through the 'Top Buddy' system. Here, pupils in Year 6 take responsibility for those in the younger year groups, sitting together in a weekly assembly to discuss issues and acting as role models. Prefects help to ensure that the school runs smoothly, for example, answering the telephone at lunchtime. They develop an excellent spiritual, moral, social and cultural understanding through the extremely caring ethos and the exceptional opportunities to learn about their own and other cultures, for example, through their link with a school in China. The improvement they make in their basic skills equips them exceptionally well for their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teachers use questions extremely well to include all pupils and develop their understanding. They give praise readily to boost pupils' self esteem and to encourage them to persevere. They make learning fun and, consequently, pupils shout 'Yes!' when they are set a challenging problem and set to it willingly. Behaviour is managed positively and consistently through the school so no time is wasted correcting bad behaviour. Very effective opportunities to share ideas with a partner give confidence to timid pupils whilst developing their language skills. Teaching assistants give valued support, particularly to those with learning difficulties. Excellent assessment means that pupils are given work at exactly the right level. Each pupil's progress is very closely tracked and targets are set to help them succeed. This contributes very strongly to the high standards.

### Curriculum and other activities

#### Grade: 1

The wide range of visits, visitors and out of school activities make learning interesting and encourage skills such as Brazilian football and gardening. Literacy, numeracy and ICT are developed well in other subjects, but the planning of the use of the new computer suite to develop skills further is at an early stage. There is a very strong emphasis on developing social and personal skills to help pupils deal with their emotions. Each day begins with a session of 'enrichment' activities. For example, pupils may work in groups on activities such as designing and making a class banner, scientific investigations or playing hand-bells. All this contributes very positively to standards and to their personal development. Provision for pupils with learning difficulties and disabilities and for the more able is excellent.

### Care, guidance and support

#### Grade: 1

Pupils' social and emotional needs are carefully monitored and support is given where necessary, sometimes with the help of the home/school liaison officer or the mental health worker. The school knows that children with emotional problems find it hard to learn and makes every effort to ensure their happiness. Outstanding support is given to parents through the regular workshops that help them understand what their children are learning. Parents also join their Year 6 children for homework club. The home/school book gives parents topics of conversation for each week, according to their child's age, to help support their personal development. All these contribute to the excellent progress pupils make. Procedures for safeguarding pupils are robust and effective.

## **Leadership and management**

### **Grade: 1**

The outstanding leadership shown by the headteacher and the deputy headteacher is fundamental to the school's success. Everything they do is for the benefit of the pupils and this continually drives the school forward. There is a very strong sense of team spirit amongst teachers, support staff and governors. All fulfil their management roles very effectively. The headteacher knows that parents can help to raise standards and has introduced many successful initiatives to involve as many as possible in their children's learning. She also takes the pupils' views seriously. School Council members from Year 6 write their own action plan as part of the school improvement plan and present it to staff and governors. The governors support the school extremely well and question new initiatives to ensure they provide value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

22 November 2006

Dear Children

Boreham Primary School, Juniper Road, Boreham, Chelmsford, Essex, CM3 3DB

Thank you for helping me when I visited your school. I enjoyed talking to you and watching you learn. I would like to tell you what I liked best.

You told me that you go to a friendly school and I agree with you. I was impressed by your excellent behaviour and the way that you held doors open for me. You have lots of interesting things to do in lessons and before and after school as well. I enjoyed seeing some of the things you do in your 'enrichment' activities and thought the breakfast you made smelled lovely! You told me all about the 'Buddy' system and that you enjoy having friends in different year groups. I wish I could have seen one of your 'Buddy assemblies'. All the grown-ups look after you extremely well and help you to learn. If you find learning hard you get lots of help. Your families know that you go to an excellent school and they have lots of chances to come into school to see how they can help you at home.

Some of you in Year 6 have already written an action plan saying that you think you could have more times to use the new computer suite to help you learn. You are quite right and I agree with you! I have asked your teachers to plan how you can all use it as often as possible. You can help by continuing to try as hard as you can to do your best and to take care of the equipment.

I hope you carry on enjoying your time at Boreham Primary School and do well in your next school.

Best wishes

Alison Pangbourne

(Lead inspector)