

Kelvedon Hatch Community Primary School

Inspection report

Unique Reference Number	114945
Local Authority	ESSEX LA
Inspection number	290083
Inspection dates	4–5 February 2008
Reporting inspector	Ruth Frith

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	5–11
Gender of pupils	Mixed
Number on roll	
School	182
Appropriate authority	The governing body
Chair	Mr Graham Jobson
Headteacher	Miss Sue Dawson
Date of previous school inspection	27 May 2002
School address	School Road Kelvedon Hatch Brentwood Essex CM15 0DH
Telephone number	01277372341
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than average sized primary school which serves the village of Kelvedon Hatch and the surrounding area. While pupils come from families representing a range of socio-economic backgrounds, the percentage receiving free school meals is well below average. Children's attainment on entry to Reception varies considerably each year but is broadly similar to that usually seen in children of this age. Over the last two years, significant numbers of pupils with below average standards have entered the school part-way through their primary education. The percentage of pupils with learning difficulties is broadly average. Most pupils are from White British backgrounds and speak English as their first language.

The school has received the Advanced Healthy Schools Award and Activemark, in recognition of its work.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils enjoy their learning and attendance is good. The warm and friendly atmosphere together with good teaching, help pupils to achieve well. By the time they leave school, standards are usually above average and sometimes high. Parents are supportive of the school and what staff do for their children as reflected in the following comments: 'Teachers have the children's interest at heart' and 'My child is very happy attending school and as a parent this is proof of how good the school is'. Good improvements since the last inspection, together with good leadership from the headteacher and the commitment of staff and governors indicate that the school has good capacity to improve further.

Teaching is usually good because work is well-matched to pupils' abilities and the pace of learning moves on at a good rate. Teachers challenge pupils to work hard on interesting tasks and pupils respond well. However, the pace of learning slows for some in lower Key Stage 2 where activities do not always ensure that pupils achieve as well as they can. A lack of regular and focused monitoring and evaluation of teaching mean that this issue has not yet been resolved.

The curriculum supports pupils' learning well. Recent developments in learning through linking subjects and encouraging investigation are motivating pupils who find these approaches more interesting. The successful personal, social and health education (PSHE) programme ensures that pupils have a good understanding of how to keep safe and healthy, and learn how to get on with others. Pupils readily make friends and support each other well. Their personal development is good and results in good behaviour and attitudes. Their good social skills and good progress in literacy, numeracy and information and communication technology (ICT) help to prepare them well for the next stage of their education and later life. Pupils contribute well to the school and wider community through their work in school and involvement in local events. Care, guidance and support are good. Pupils know there is someone to turn to if they have a problem and, through recent improvements in target setting, know what to do to improve their learning.

Effective leadership, management and governance result in the school providing good value for money. The headteacher gives good direction to school improvement. Good self-evaluation procedures have helped the school community to reflect on strengths and identify priorities for improvement. For example, in response to the 2007 national assessments, the school is now focusing on raising standards in mathematics and science by developing pupils' problem-solving and investigative skills. Early signs are promising. Although staff collect information on pupils' standards and progress, this is not always used to full effect to give an up-to-date picture of their achievement.

Effectiveness of the Foundation Stage

Grade: 2

Children's learning and development are good. The induction programme is effective so children settle well and are ready to learn. They are happy, behave well and enjoy their learning. Planning ensures that children experience a range of activities across all areas of learning with opportunities to work closely with staff or work unaided. The system for assessing children's attainment on entry and monitoring their progress is appropriate but the information gained is not always interpreted correctly. Consequently, it is not as useful as it might be. Managers

have made a promising start on developing resources and providing training for new staff to ensure children's continued good progress. Staff are using the outside learning environment effectively following recent improvements.

What the school should do to improve further

- Widen the use of monitoring and evaluation to identify good practice and areas for improvement and thereby improve the consistency of good teaching and learning, especially in Key Stage 2.
- Make more frequent and effective use of information about pupils' standards and progress to ensure that all groups achieve as well as they can.

Achievement and standards

Grade: 2

Pupils of all abilities, including those with learning difficulties and disabilities, achieve well and usually make good progress. By the time they enter Year 1 nearly all are working securely within the early learning goals. In the 2007 national assessments, Year 2 pupils reached high standards in reading and writing and above average standards in mathematics. Year 6 pupils attained high standards in English and significantly above average standards in mathematics and science. The school broadly met its challenging targets in mathematics and exceeded them in English. However, progress is uneven. It slows in Years 3 and 4 but gains momentum in Years 5 and 6. Although making good progress, pupils currently in Year 2 are working at below average levels and those currently in Year 6 are working at average levels. These year groups include above average proportions of pupils with learning difficulties.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Older pupils willingly take on responsibility in the school and help younger children, for instance by reading with them. They have a good understanding of music and art from different cultures but their appreciation of the diversity of cultures within British society is more limited. Pupils feel safe in school and generally behave well in lessons and in the playground. They have a good awareness of the need to maintain healthy lifestyles through eating a balanced diet and regular exercise. Pupils contribute to the local community well by taking part in a wide range of events, including art and music festivals. They also are fully involved in the school community, notably through the school council, which has been effective in setting up an adventure playground.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall but learning slows in lower Key Stage 2 partly due to a lack of pace and work that is not always sufficiently well-matched to pupils' needs. In good lessons, pupils progress well because work builds systematically on previous learning and tasks provide good challenge for pupils of all abilities. The expertise of teaching assistants is used well to support those who need help with their learning or additional challenge. Teachers have a clear understanding of what they want pupils to learn and share this with them. As a result, pupils understand what they must do and feel able to succeed. They are curious to know more and,

when questioned effectively by staff, develop their thinking well. In these lessons, there is a buzz of excitement as pupils express their enjoyment of learning and respond well to the challenges set. Staff use ICT effectively as a teaching aid to stimulate pupils' interest and demonstrate key learning points. A key feature underpinning all lessons is the good relationship between staff and pupils.

Curriculum and other activities

Grade: 2

The curriculum is effective, covering all the national requirements, with good specialist provision for music. All pupils have good opportunities to use the computer suite to develop ICT skills. The school has made good progress in providing a modern foreign language, teaching Spanish in Years 3 and 4 and French in Years 5 and 6. Cross-curricular approaches are being developed with good links between subjects in some year groups, and the school is committed to developing these further. The range of popular clubs, covering music, sport, drama, ICT, sewing and gardening, is very good. Pupils take part in a good variety of educational visits linked to curricular topics, as well as a residential visit to the Isle of Wight in Year 6. Staff have identified pupils who are particularly able or talented, for instance in sport or dance, and plan to develop further provision for them.

Care, guidance and support

Grade: 2

The school meets legal requirements for safeguarding pupils. Appropriate risk assessments are carried out and thorough procedures for child protection are in place. The school actively promotes attendance, both by rewarding good attendance and following up cases where it is not good. A new system of setting individual achievement targets is motivating pupils well and proving effective, but not enough time has elapsed for its full impact to be evident. Pupils feel that teachers' marking of their work gives them a clear indication of how they can improve. There is good support for pupils with learning difficulties, both in lessons and in small groups or individually in the 'Owl's Nest'. The small number of pupils who are learning to speak English as an additional language also receive good support. Pupils' pastoral care is particularly good because staff have good knowledge of individual pupils and try to involve their parents.

Leadership and management

Grade: 2

The leadership of the school is successfully focused on raising standards and achievement and furthering pupils' personal development and well-being. The headteacher gives clear direction to the school's work. She has effectively managed the induction of the new deputy headteacher and recent staff changes. Senior and middle managers successfully take on a variety of responsibilities. Good systems are in place to check how well the school is doing and identify what it could do better. These have been instrumental in the good improvement made since the last inspection. However, analysis of information about pupils' progress and attainment is not as diagnostic as it should be. Governors have a clear understanding of the school's effectiveness by keeping a check on how pupils are doing, for example, through asking questions about standards and achievement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

6 February 2008

Dear Children

Inspection of Kelvedon Hatch Community Primary School, Brentwood CM15 0DH

You may remember that my colleague and I recently visited your school to talk to you about what you do and what you learn. Thank you for making us feel so welcome. We enjoyed our visit and agree with you that Kelvedon Hatch is a good school. We have listed below some of the things we particularly like.

- You make good progress and standards are above those we sometimes see.
- You enjoy school and behave well.
- You get on well with each other and make friends. The older pupils look after others well and take on responsible jobs.
- Teaching is good and helps you to achieve well.
- You enjoy all the additional activities and clubs and some of these are helping you to have a good understanding of how to live healthy lives.
- You like school. We were pleased to hear that you know what to do if you have a problem.

Miss Dawson manages the school well and staff and governors give her lots of help. They have all agreed to focus on two things to make your school even better. They will be checking on teaching and learning so that they can find ways to make them even better. They will also use the information they have on how you are doing to make sure that you all achieve as well as you can. We know that you will respond well to their efforts and try hard.

We left your school confident that it will continue to improve and wish you all well.

Yours sincerely

Ruth Frith

Lead inspector