

Chafford Hundred Primary School

Inspection report

Unique Reference Number	132181
Local Authority	THURROCK LA
Inspection number	293973
Inspection dates	30–31 January 2007
Reporting inspector	Rashida Sharif HMI

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	4–11
Gender of pupils	Mixed
Number on roll	
School	352
Appropriate authority	The governing body
Chair	Mr Derek Smith
Headteacher	Mr Michael Lovett
Date of previous school inspection	18 November 2002
School address	Chafford Hundred Campus Mayflower Road Chafford Hundred Grays Essex RM16 6SA
Telephone number	01375 484580
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Chafford Hundred is a relatively new community housing development within Thurrock. Since opening in 2001 the school has undergone significant changes in staff and building structure. The school is part of the Chafford Hundred Campus building, with a secondary school and a public library. Within the nursery, there is a speech and language provision for an additional 15 places. Most pupils at the school are white British with a growing number over a third from minority ethnic communities. There is a small number of pupils with English as an additional language (EAL). Attainment on entry to the Nursery is broadly average overall. The proportion of pupils with learning difficulties and disabilities (LDD) is below the national average. The percentage of pupils eligible for free school meals is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chafford Hundred is a delightful school offering a good and improving education. Pupils' personal development and well-being and the academic progress they make are good in all age groups, including Reception, because teaching and learning, the curriculum and the care, guidance and support provided for them are all good. Whilst pupils' spiritual, moral and social development are good their understanding of different cultures is only satisfactory because the school does not do enough to celebrate its cultural and linguistic diversity. Pupils clearly enjoy the school and it is greatly appreciated by the majority of the parents. One parent reported, 'I must commend the balance of academia and extra curricula activities.' This response was typical of many others. Pupils' behaviour is good in lessons as a result of positive, supportive relationships with staff. However, behaviour management is not always consistent across the school, particularly in the playground. Here the behaviour of some pupils is boisterous and goes unnoticed. Consequently the pupils' behaviour overall is satisfactory. The school is aware of some concerns about behaviour raised by parents and is working with supervisory staff and pupils in their roles as 'playground buddies' to deal with the concerns.

Provision for the Foundation Stage is good and children make good progress. Standards elsewhere in the school have been above average for the last four years and pupils' achievements are good. Records show that pupils make good progress overall, with standards at Year 6 being higher than the national average. However, pupils make better progress in Years 3 to 6 than Years 1 and 2. This is because teaching and learning although good overall are satisfactory in Key Stage 1 and good or better in Key Stage 2. Classes are managed well and pupils' say they enjoy lessons because of the enjoyable activities provided, particularly in mathematics. Where lessons are only just satisfactory, this is usually because of gaps in teachers' subject knowledge, limitations in assessment and marking or too slow a pace in the lesson. The school is dealing with this through regular and accurate monitoring of teaching and learning.

Leadership and management are good. The senior leadership team has undergone significant changes in the last four years. Staffing is now stable and the recently re-formed senior leadership team has worked very hard to contribute to recent developments and clearly shows good capacity to improve further. For example, the school has a relatively new system for checking how well pupils are progressing, which is used effectively for setting them challenging but realistic targets. This has contributed well to improvements in standards and achievement. However, not all teachers use this system consistently and, as a consequence, in some lessons pupils' progress is not as fast as it might be.

The good curriculum offers a rich variety of opportunities for pupils, such as sporting events and a range of creative activities like journal writing, cooking and sewing. Successful programmes ensure that all pupils are aware of how to keep safe, take part in healthy exercise and benefit from the many extra curricular opportunities to develop their personal skills. They are encouraged successfully to care for each other through initiatives like the 'buddy system' and they willingly take on a host of other responsibilities. Through well-developed social and basic skills, good teamwork and enterprise activities, pupils are well prepared for the next stage of their education and the world of work.

The leadership team and the governors have an accurate picture of how well the school is doing and what needs to be improved. Their plans for further developing the school are clear and appropriate. The relatively new and very keen subject leaders give a clear lead in their areas of

responsibilities, and have a good understanding of future needs. The school offers good value for money.

What the school should do to improve further

- Improve the progress pupils make in Years 1 and 2 through more consistent use of assessment information in planning work.
- Ensure a common approach across the school for assessing and marking pupils' work so that pupils know what they need to do to further improve.
- Ensure that all staff manage behaviour consistently and encourage pupils to take responsibility for their own behaviour, particularly in the playground.
- Promote cultural and linguistic diversity within the school.

Achievement and standards

Grade: 2

Standards are above average and pupils' achievement is good. Attainment on entry to the Nursery varies from year to year from below average to average. The school is only just starting to use the nationally recognised 'Stepping Stones' to evaluate children's progress in Foundation Stage. This indicates children are making good progress towards the national goals and are prepared well for the National Curriculum. However, progress slows in Key Stage 1, and in 2006 standards were average and achievement only satisfactory by Year 2. Boys do less well than girls and the school does not have a clear enough understanding of the reasons for the lower achievements of boys. The school's leaders are working hard to raise the quality of learning, and pupils' achievement to that of the rest of the school. Since the previous inspection in 2002, attainment by Year 6 has risen significantly from well below to well above average. In 2006, standards dipped slightly, but the value the school adds in terms of pupils' progress places it in the top ten percent of schools nationally. Pupils with a special educational need and higher attaining pupils are catered for well, and make good progress. Those from minority ethnic backgrounds also achieve well overall.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They understand school and class rules and behave well in lessons and around the school, though at times some of the playground play is rather boisterous. Pupils are keen to come to school and attendance is good. In most cases, pupils enjoy their lessons and the opportunities the school provides. Many make good use of the opportunities to take part in sports or other physical activities. They feel safe but not all know who to go to for help, although relationships are good between children and adults. Pupils who sit on the school council are enthusiastic about their role and take it seriously. The school gives them considerable responsibility, for example in being involved in the appointment of the new headteacher. Pupils contribute well to the school community: Year 6 pupils, for example, help to manage assemblies. Older pupils act as 'buddies' for younger children and those who show an aptitude for information and communication technology (ICT) become 'Digital Experts' helping others in lessons with their computers. Pupils know the difference between right and wrong and get on well with each other. In most lessons pupils behave well but sometimes they are restless and lack real enthusiasm for their work. This is because in some lessons the way pupils are managed is not always consistent.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with some outstanding features. Orderly and purposeful lessons are underpinned by good relationships and clear expectations. Pupils' approach to solving problems, and being able to explain the different methods by which they reach solutions, is increasingly impressive, particularly in mathematics. Good use is made of interactive whiteboards to clarify teachers' explanations and develop pupils' enthusiasm. In the best lessons, particularly in Foundation Stage and Key Stage 2, fast pace and lively presentations by the teacher result in excellent learning and high levels of engagement. Conversely, the more mundane pace and poor questioning skills in some lessons in Key Stage 1 lead to learning only being satisfactory. Assessment and constructive criticism is used well by teachers in lessons to help pupils understand what, and how, to improve. However, although work is marked regularly, written comments sometimes concentrate more on effort than targets for improvement. Teaching assistants provide active and valuable individual support for pupils who need this. The school has not yet established how best to support the learning of the increasing number of pupils from minority ethnic backgrounds.

Curriculum and other activities

Grade: 2

Recent and exciting changes to the curriculum, especially the development of the 'Spiral, skills-based curriculum' and the popular extra-curricular clubs and activities have contributed to pupils saying that they enjoy learning much more than they used to. The improvements in the curriculum since the previous inspection mean the school now fully meets the statutory requirements, particularly for religious education. Because the curriculum is now firmly based on real and relevant learning experiences for the pupils, it is helping to prepare them well for their future lives and economic well-being. The curriculum for pupils with learning difficulties and/or disabilities is good and is adapted successfully to meet their learning needs. The personal, social and health education (PSHE) curriculum is good and makes a strong contribution to pupils' good personal development. There is scope to provide more opportunities to promote cultural awareness across the curriculum.

Care, guidance and support

Grade: 2

All statutory policies in relation to child protection and the safeguarding of pupils are fully in place. The school is using successfully a number of agencies to enhance its provision, for example through the ICAN project which supports pupils' speech development. It is also using this additional provision to further develop its role in the community. The school's approach to ensuring all pupils do as well as they should is good overall. A considerable amount of data is collected to track pupils' progress and these are used to set reasonably demanding targets for the core subjects. Pupils know about these targets because they are kept on tables. In a Year 2 class, for example, pupils were able to say what the class targets are for mathematics. Nevertheless, the feedback to pupils is not always detailed enough to ensure that they know what to do to improve their work.

Leadership and management

Grade: 2

The newly formed leadership team, including the subject leaders, is dedicated to raising standards and achievement. Staff are now clear about their roles and responsibilities and are enthusiastic about future developments. They have a shared vision and goal of 'we want to be outstanding.' They are fully involved in the monitoring of teaching and learning and rigorous systems are now in place to drive improvements. Test results are evaluated carefully and action taken to improve standards even further, particularly in Key Stage 1 where progress has been identified as satisfactory rather than good.

The school has effective systems for checking how well it is doing and gaining an accurate picture of its performance and priorities for improvement. The leadership and management for pupils with learning difficulties and/or disabilities are good and contribute strongly to the good provision for these pupils and to their good achievement.

Governors are committed to continuous improvement and are becoming an effective and cohesive team. At present, the governors' role in acting as a 'critical friend' is underdeveloped but identified as a key training priority. Financial management is good and the budget links well to school improvement priorities. The school provides good value for money. Improvement since the last inspection has been good.

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Annex A

Inspection judgements

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

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	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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 performance is monitored, evaluated and improved to meet challenging targets	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	3
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

1 February 2007

Dear Pupils

Chafford Hundred Primary School, Chafford Hundred Campus, Mayflower Road, Chafford Hundred, Grays, Essex, RM16 6SA.

Thank you very much for making us feel so welcome when we visited your school and for being so friendly and helpful. We particularly want to thank the members of the School Council who gave up their lunchtime to talk to us.

These are some of the good things we found about your school:

- You are extremely polite and helpful.
- You enjoy coming to school so much and you get on very well with each other and the adults who look after you.
- Everyone works hard to make sure that you are safe.
- You are extremely enthusiastic learners, work hard and behave well.
- Older pupils support the younger ones through the 'buddy system' and as 'digital experts' really well.
- Every year you make good progress because the teaching is good and you are extremely well prepared in advance for what lies ahead.
- The school council is very enthusiastic and works hard to represent your views clearly.

This is what we have asked your headteacher and staff to do to make the school even better:

- Help you to be better prepared when you move from one class to another.
- Make sure that that your books are marked in the most helpful way by all the teachers.
- Help you to take more responsibility for your own behaviour, particularly in the playground.
- Help you to learn more about different cultures and languages that are spoken in your school by your friends.

Like you, I think you have lots of opportunities to do exciting things in your lessons and after school. Thank you again for being so helpful and friendly. I wish you all the very best for the future.

Yours sincerely

Rashida Sharif

Her Majesty's Inspector