

# Lubbins Park Community Primary School

Inspection report

---

<b>Unique Reference Number</b>	114891
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311744
<b>Inspection dates</b>	11–12 June 2008
<b>Reporting inspector</b>	David Jones HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Crown-Spencer
<b>Headteacher</b>	Mrs Sharon Clare
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	May Avenue Canvey Island Essex SS8 7HF
<b>Telephone number</b>	01268 697181
<b>Fax number</b>	01268 515046

---

<b>Age group</b>	3-11
<b>Inspection dates</b>	11–12 June 2008
<b>Inspection number</b>	311744

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and one Additional Inspector.

## Description of the school

A smaller than average school, the proportion of students from minority ethnic groups and of those who are learning English as an additional language, is well below average. The catchment area displays a number of social and economic disadvantages. The proportion of students known to be eligible for free school meals is average. The proportion of girls and boys in each year group varies annually and the number on roll varies on a termly basis. Attainment on entry is below average. The proportion of students with learning difficulties and/or disabilities is above average although the percentage of students with a statement of special educational needs is below average. The school has received the Active mark and the Healthy Schools award. An executive headteacher was appointed by the local authority (LA) in 2007 to support the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the quality of teaching and learning as well as standards and achievement in Key Stage 2.

Self-evaluation is overly positive and this report is unable to confirm the major judgements made by the school in its own analysis. Leadership and management are sound overall but only because of the recent impact of the work of the executive headteacher. The senior management team have worked hard to secure improvement; however, they were unable to produce accurate information on pupil achievement and the quality of learning. The school's capacity to make the improvements required is satisfactory.

The curriculum is satisfactory with a good range of extra-curricular opportunities; for example, well-organised cricket coaching was provided by members of a local club as part of a programme provided by the England and Wales Cricket Board. The range and quality of the curriculum opportunities provided in the nursery and reception classes are good.

The pupils' personal development is satisfactory and behaviour is good. Care, guidance and support are sound; procedures for safeguarding learners meet current government requirements. The pupils are guided towards healthy lifestyles by effective physical education provision and high quality school meals.

Standards are well below average at age 11 and achievement in Key Stage 2 is inadequate. Consequently, pupils are not sufficiently prepared for the next stage of their education as their economic well being is inadequate. However, the position has improved in Key Stage 1 where standards and achievement are satisfactory and all aspects of the Foundation Stage are good. Pupils who find learning difficult make satisfactory progress because of the additional support they receive.

The monitoring and evaluation of teaching is overgenerous, as a result the school has not fully addressed the weakness in pupil progress in Key Stage 2. The use of assessment information has improved but inaccuracies in the data used by teachers and for strategic review have not been eliminated.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make a good start to their education in the Nursery and Reception classes. In response to the good provision in both classes, children make good progress and achieve well from their low starting points. The standards reached by the pupils currently in the Reception class are just above average. Children make particularly good progress in developing good literacy skills such as letter formation, learning sounds and how to use these to help them write and read. These skills prepare them well for Year 1.

Children develop very positive attitudes to learning because the enjoyable activities they undertake are carefully planned to build on what they already know and are relevant. Teaching in both classes is good and has excellent features in the high expectations of pupils, relationships between adults and children and the good teamwork between all staff. There is a good ratio

of adults to children. As a consequence, the children are treated individually and any potential difficulties are quickly redressed. Parents are kept well informed. Behaviour is excellent because children are guided sensitively to consider others so that they soon develop good manners and social skills. The children enjoy the good opportunities provided to help in class as monitors or as 'tidy up person' after snack-time.

The Foundation Stage leader has a very good understanding of current good practice for the age group and ensures the school complies with all guidance. Parents are strongly encouraged to be involved in their child's education, with around half of the parents from the Reception class working alongside their children for an early morning phonic session.

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

- Eradicate remaining weaknesses in teaching and learning.
- Ensure that accurate assessment data is used by teachers, managers and governors to monitor pupil progress.
- Ensure that the planning, monitoring, and evaluation of provision in Key Stage 2 secures improved standards and achievement.

## **Achievement and standards**

### **Grade: 4**

Children in the nursery make good progress from their low starting points because of effective teaching so that their attainment is broadly average when they begin Year 1. At Key Stage 1, standards and achievement improved in 2007 and were broadly satisfactory, with the most notable improvement in mathematics. In the previous four years they were significantly below the national average. The moderated, but as yet unpublished results of the 2008 teacher assessments at age 7 are likely to show that standards and achievement in Key Stage 1 are satisfactory.

Outcomes at Key Stage 2 have been significantly below the national average between 2004 and 2007 in all core subjects. The school has developed detailed assessments of the progress made by the Year 6 pupils and these indicate that some improvement has been made, notably in literacy. However, even if the school's predictions are entirely accurate, the proportion of pupils who could attain the expected level in English, mathematics and science will remain below the national average.

A scrutiny of the pupils' books reveals that the weaknesses in the number skills evident in the Key Stage 2 mathematics results for the last four years remain. Similar weaknesses are evident in the pupils' grammatical skills and ability to write for different purposes. Although an improving picture in Year 6, where the majority are now making at least appropriate progress, standards and achievement in Key Stage 2 remain inadequate. Pupils who find learning difficult make satisfactory progress because appropriate support is provided for their learning needs.

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

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils enjoy school and say that 'teachers are really kind and helpful'. Their attitudes to learning are satisfactory overall but good when teaching is engaging. Pupils have a satisfactory understanding of how to keep themselves safe, fit and healthy with many taking part enthusiastically in sporting activities. Pupils say that 'we have rules to be kind to each

other' and in the main, they keep to these so that, across the school, behaviour is good. Older pupils enjoy the responsibility of their roles as play leaders, 'buddies' and playground friends. The school council reflects the views of the class councils and they have been proactive in the improvement of play equipment. Pupils say that incidents of bullying are rare and are very confident that any adult will deal with concerns promptly. Attendance is below the average for primary schools. The school monitors attendance rigorously and works hard to encourage good attendance. In spite of the school's best efforts, a small number of pupils attend poorly.

Pupils do not make enough progress in developing their literacy, numeracy and information, communication and technology (ICT) skills. As a result, when they leave the school at Year 6, they are inadequately prepared for their future schooling.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is unsatisfactory overall and three out of nine lessons observed during the inspection were inadequate. In the Foundation Stage, good teaching helps the youngest pupils' progress well because of the good relationships between pupils and staff which focuses learning effectively and guides the children's personal development. In too many lessons, tasks are not well matched to the pupils learning needs, so that either higher attainers are not challenged enough, or lower attainers are failing to understand the task. Some lessons lacked pace or engagement. In addition, where teaching was ineffective it failed to focus on what the pupils would learn.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and is enriched through effective links with local secondary schools and community organisations. A good programme of extra-curricular activities across a range of sports extends pupils' skills. Improvements in the Foundation Stage curriculum help children to achieve very well. The curriculum plans for Years 1 to 6 are sound although the adjustments required to lesson planning to accommodate mixed age classes will need careful monitoring for September 2008.

### **Care, guidance and support**

#### **Grade: 3**

The school's sees its strength in the pastoral care it provides for the pupils. Appropriate safeguarding procedures are in place but information needs to be combined in a single central record. Pupils and their families are known well and the pupils say 'it's a fun and happy school'. Parents speak warmly of the school's 'family approach' and 'helpful teachers'. Children in local authority care are happy at school. Carers appreciate that staff always find time to talk to them should they have any concerns.

Provision for pupils who need extra help with their learning is satisfactory as is the support for pupils acquiring English as an additional language. Pupils are very confident that they are listened to. Systems for academic guidance are satisfactory but, as yet, they have not had full impact on raising the level of pupils' progress to a consistently satisfactory level. The majority of pupils know their targets for literacy and numeracy and are keen to attain them. Pupils' work

is always marked but there is inconsistency across the school as to how helpful teachers' comments are in letting pupils know what they have to do to improve.

## **Leadership and management**

### **Grade: 3**

The school has been through a period where weaknesses in staffing has meant that headteacher has been unable to secure the improvement in standards required. In May 2007, the LA appointed a successful local head as executive headteacher, under the Primary National Strategy Programme for 'Hard to shift' primary schools, in order to support the school and as a result the senior leadership team was reorganised. Following these changes, progress was made in improving provision. A review conducted by the LA found most teaching to be satisfactory but noted inconsistencies in pupil progress and the use of assessment data. This support was due to finish at Whitsun 2008; however, the LA has committed itself to maintain and extend this support for the new academic year. In view of the impact of this arrangement on the improved provision secured in Year 6 and the ongoing developments with assessment data, the school is judged to have the capacity to improve.

The educational outcomes at Key Stage 2 have been weak since the last inspection. Despite refurbishing significant areas of the school there is a substantial budgetary surplus available which has not been deployed effectively to raise standards; value for money is unsatisfactory.

Governors have the best interests of the school at heart but do not ask enough questions or hold the school sufficiently to account.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

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

13 June 2008

Dear Pupils

Inspection of Lubbins Park Primary, Canvey Island, SS8 7HF.

It was a pleasure to meet so many of you when inspectors visited Lubbins Park a few weeks ago and I was pleased to hear of the choir's success when they sang at the Cliff's Pavilion in Southend on Sea. We were impressed with your behaviour and the way that Year 6 were preparing for their transfer to secondary school.

I was glad to see so many of you enjoying the many sporting opportunities the school provides for you. We thought the school dinners provided were good and many of the older pupils said how much they had improved this year.

The inspectors thought the Nursery and Reception class pupils were doing very well and found the Foundation Stage to be well organised. However, some areas of the school need to be improved.

I have asked the headteacher and the governors to provide better opportunities for Key Stage 2 pupils to do well. The school needs to use all of the assessment information it has better to make sure lessons are well planned and focussed on what you need to learn. An inspector will call before Christmas to see how you are doing and I look forward to hearing about your progress.

David Jones

Her Majesty's Inspector