

Canewdon Endowed Church of England Voluntary Controlled Primary
School and Nursery
Inspection report

Unique Reference Number	115091
Local Authority	ESSEX LA
Inspection number	311827
Inspection dates	16–17 January 2008
Reporting inspector	Marianne Harris

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	153
Appropriate authority	The governing body
Chair	Mr Michael Halford
Headteacher	Mrs Christine Eshmade
Date of previous school inspection	19 May 2003
School address	Anchor Lane Canewdon Rochford Essex SS4 3PA
Telephone number	01702258238
Fax number	01702258891

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school in a rural location where the number of pupils in each year group fluctuates from term to term because the number of pupils who join or leave the school part-way through their education is higher than normally seen as families move into and out of the area. The proportion of pupils with learning difficulties and disabilities is higher than usual, including the number with a statement of special educational need. Some have complex and specific needs. Most pupils come from a White British background and there are none who are learning English as an additional language. The school has recently undergone extensive building works to improve facilities. They have gained Advanced Healthy Schools status and the Active Sportsmark. When they join the school children's ability is below that usually expected for their age.

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 and parents are welcomed and their views listened to and acted upon. One parent notes, 'Improved facilities, good teaching and leadership have combined to improve the school over the last few years.'

Following extensive building works and staff turnover the school is now a calm place where standards are average overall. By the end of the Foundation Stage children have reached standards that are expected for their age and have made good progress. By the end of Year 6 standards are currently average in English and mathematics. This is an improvement on the national tests for 2007, where standards in English were very low. This has been successfully addressed through catch-up programmes for pupils in Years 5 and 6. All pupils make good progress, especially those with learning difficulties and disabilities who achieve well.

The school is well led and managed with excellent leadership from the headteacher. Supported by an enthusiastic senior management team and knowledgeable governors she has been most successful in improving the curriculum so that it is now good, with many opportunities for pupils to learn outside of lessons. Attendance has improved and is now satisfactory. The school works well with other agencies to ensure that pupils and their families receive the support they need and that the school is seen as the heart of the community. The capacity to improve further is good.

Pupils' personal development is good. They have a clear understanding about keeping healthy and safe and make a significant contribution to the school and local community. Pupils behave well. This represents a great improvement. Some parents are still a little concerned about inappropriate behaviour, although pupils report that it is much better than it was. Teaching overall is good but there are a few occasions when pupils are not well managed and so one or two pupils do not always learn successfully. Most lessons move at a brisk pace and all adults have good relationships with the pupils. The purpose of each lesson is explained clearly and planning is good.

Target setting procedures for Years 3 to 6 have recently been introduced. Pupils are involved in writing and reviewing their targets, but this is not yet consistent throughout the school. The school has plans to extend this to pupils in Years 1 and 2, but this is not yet in place. There are inconsistencies in the marking of pupils' work. In the best examples pupils are given encouraging comments and points to improve their work. In others there are just ticks with few comments to support pupils' learning. The school takes good care of the pupils and makes sure that they are safe and make good progress.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage is good. Children settle into school quickly and concentrate on the many tasks and activities available. Early reading and writing skills are taught very effectively through nationally recognised programmes and the children make very good progress in these areas. They have recently moved into their new room, and the space is generally used well. Activities and tasks cover all areas of learning and adults have high expectations of all children achieving well. Consequently children make good progress, whatever their starting point. Planning is good and details effectively how the older or more able children will have tasks that are challenging so that they can achieve well.

What the school should do to improve further

- Ensure consistency in teaching so that all pupils know how to improve their work and all teachers are confident when managing behaviour in some lessons.
- Use target setting procedures more rigorously in order to further raise standards in the school.

Achievement and standards

Grade: 2

From a low starting point pupils make good progress throughout the school. Although standards in reading at the end of Year 2, and those in writing at the end of Year 6 have caused the school concern, there have been many programmes used successfully to raise standards in these areas. Much emphasis has been put on teaching early reading skills and this has been successful in raising standards at the end of Year 2. In the 2007 teacher assessments, for pupils at the end of Year 2, standards in reading, writing and mathematics were broadly average.

Booster programmes are used for pupils in Years 5 and 6 so that those who are falling behind can catch up and reach standards in writing that are average. In the 2007 national tests for pupils in Year 6, standards in writing were very low; partly because many pupils had specific learning difficulties and a few were new to the school and had specific additional needs. The schools own data shows clearly that the programmes that have been used have been very successful. Targets are aspirational and it seems likely that more pupils than previously will reach the higher standards in English and mathematics by the end of Year 6. Some have already made more than the expected progress and have reached standards that are above average. Pupils with learning difficulties and disabilities are supported very well so that they make good progress. Although they may not always reach the expected standards they achieve well and develop a positive attitude to learning. Parents comment that pupils new to the school settle very quickly and soon make good progress because their needs are being fully met.

Personal development and well-being

Grade: 2

Pupils enjoy their lessons and are enthusiastic in their work. They are successfully aware of the importance of healthy eating and how to keep themselves safe. Pupils know who to turn to when troubled and are confident that adults deal with any issues that arise. Spiritual, moral, social and cultural development is good. Strong links with the church contribute to pupils' good spiritual development and pupils often reflect on the feelings of others. The pupils' council plays an active role in the life of the school and the community. They are most proud of the money they raised for charities. Pupils make good progress in gaining the basic skills needed for the next stage of their education and acquire a good range of personal skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and enable pupils to make good progress. The purpose of each lesson is clearly explained so that pupils know what they are going to learn. Tasks are very well planned and take into account what pupils already know and understand. Lessons are challenging and interesting for all pupils with tasks that encourage pupils to research topics. Some teachers mark work well, with encouraging comments and points for pupils to improve their work.

However, there are a few examples where teachers do not consistently let pupils know how they can improve their work and reach higher standards. Teachers do not always manage pupils well and enable them all to make good progress. Teaching assistants are particularly skilled at supporting pupils with learning difficulties and disabilities, especially those who have particular needs, and this means that they make good progress.

Curriculum and other activities

Grade: 2

The school provides a rich and varied curriculum. This was an issue at the time of the last inspection and there has been considerable improvement. The school provides some activities for the most able pupils, although the school acknowledges this area is not fully developed. There are, however, many more extra activities for all pupils than normally seen in a small school. These cover sport and music as well as learning French and participating in gardening activities. The programme for personal, social and health education is good and enables pupils to discuss issues that concern them and they feel safe when doing so. Pupils look forward to their residential visit and to contributing to the local community. The provision of good information and communication technology facilities means that pupils are confident when using technology and this helps them when moving on to the next stage of their education.

Care, guidance and support

Grade: 2

The school provides good care, support and guidance. Robust systems are in place to ensure that pupils are safe and well looked after. Child protection procedures are firmly established and there is a good working relationship with a team of health and other professionals. Parents are positive about the level of care provided, many commenting on just how well their children are cared for. The schools systems for checking pupils' progress in learning are comprehensive. Nevertheless, there are inconsistencies in the guidance that pupils receive for their academic development. Individual targets are set for most pupils so that they can make good progress in their English and mathematics work and sometimes in their personal development. However, these are not yet being used in Years 1 and 2, and some pupils are not clear about what it is they need to do to improve their work.

Leadership and management

Grade: 2

The visionary headteacher and her senior management team have made a considerable impact on the school. There has been much success in tackling the issues from the last inspection and in creating a school that has functioned effectively during recent disruption. Tracking systems to monitor pupils' progress have been put in place. The work of the school is carefully monitored and weaknesses tackled. The school's own self-evaluation is modest because senior managers have put too much focus on the dip in English standards last year and have not taken account of the good progress that most pupils make, especially those with learning difficulties and disabilities. The senior management team is working thoughtfully to spread good practice in teaching that exists in the school. Governance is effective and provides a knowledgeable level of support. They are beginning to challenge the school and are committed to working with staff to raise standards further.

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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	3
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	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

18 January 2008

Dear Pupils

Inspection of Canewdon Endowed Church of England Voluntary Controlled Primary School and Nursery, Canewdon, SS4 3PA

Thank you for welcoming us into your school and for helping us find out about your work. We really enjoyed talking to many of you and are now writing to let you know what we found out.

We agree with you that yours is a good school. Many of you could not think of anything you would change because you enjoy coming to school. We think that you make good progress and that you mostly get along together well. Your teachers work hard to make sure that you are well cared for. We know that the curriculum has been improved lately so that there are many interesting things to do both in and out of lessons.

Your headteacher told us that behaviour has improved recently and you mostly agreed with this. So that this continues to improve we have asked your teachers to think of more ways of encouraging even better behaviour. We have also asked them to set targets for all of you so that you know what to do to reach higher standards. We have also asked them to mark your work thoroughly to give you some ideas for making your work better.

We were most impressed by the amount of money you have raised for various charities. We also enjoyed your assemblies, especially the one where the school council acted out the story of Noah and sang beautifully.

Thank you once again for your helping us find out about your school. Good luck in the future.

Marianne Harris

Lead inspector