

# Lubbins Park Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	114891
<b>Local Authority</b>	Essex
<b>Inspection number</b>	331600
<b>Inspection dates</b>	10–11 June 2009
<b>Reporting inspector</b>	Rob McKeown HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 (total)	149
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Crown-Spencer
<b>Headteacher</b>	Mr Martin Larret
<b>Date of previous school inspection</b>	11 June 2008
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	May Avenue Canvey Island Essex SS8 7HF

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 June 2009
<b>Inspection number</b>	331600

**Telephone number**  
**Fax number**

01268 697181  
01268 515046

<b>Age group</b>	3-11
<b>Inspection dates</b>	10-11 June 2009
<b>Inspection number</b>	331600

---

© Crown copyright 2009

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.

## Description of the school

Lubbins Park is a smaller than average sized primary school situated on Canvey Island in Essex. Almost all pupils come from White British families; very few are from minority ethnic backgrounds. The proportion of pupils eligible for free school meals is about average. There are more pupils with learning difficulties than is typical for this size of school. Many of the children in the Early Years Foundation Stage enter the Nursery with skills and aptitudes that are less well developed than might be expected for their age. Children go into the Reception class in the term in which they are five.

An executive headteacher has led the school since the last inspection and a similar arrangement is expected to continue for another year. A local authority adviser has also worked closely with the school to help bring about improvements. The recently opened Canvey Island Children's Centre shares the same site but is inspected separately. The school has been awarded Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

At the time of the last inspection, Lubbins Park Primary School was performing significantly less well than it could be reasonably expected to perform, and overall effectiveness was judged inadequate. Since then, the school has built on the satisfactory progress recorded in the monitoring inspection in February 2009 and now offers a satisfactory quality of education. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The school now offers satisfactory value for money and has a satisfactory capacity to improve.

The school has moved forward well, and through some difficult circumstances, since the last inspection. The exceptionally good work of the executive headteacher and local authority support headteacher has had a pivotal influence on the school's development. Their successful partnership has brought the school together and engineered its improvement. A majority of the relatively small number of parents who returned the inspection questionnaire are pleased with the education provided for their children and recognised the positive changes made in the last year.

The quality of teaching and learning has improved well and lessons are now never less than satisfactory. A well-constructed and appropriately paced programme of support and coaching has built teachers' confidence and strengthened their teaching skills. Sharply focused termly action plans have been used well to maintain the pace and momentum of improvements. Teachers have received regular and helpful observations and feedback on the quality of their lessons. Leaders acknowledge that the work to raise the quality of teaching will need to continue to ensure that the improvements made are embedded securely. Challenging the more able pupils remains an aspect of teaching that requires further development.

Improvements in teaching and learning have brought about improvements in standards and achievement and these are now satisfactory. More pupils are making the expected amount of progress in each year group, although there remains some underachievement. Significant weaknesses in pupils' literacy skills are being tackled through the daily teaching of letter sounds for pupils from Reception up to Year 3. Inspectors noted that pupils' writing continues to be let down by untidy handwriting and weaknesses in spelling and punctuation. Standards in science and in information and communication technology (ICT) are also too low.

Pupils' personal development and well-being are good. They enjoy coming to school, learn a lot about leading healthy and safe lives and contribute their ideas to school improvement through the school council. The care, guidance and support given to pupils are satisfactory. Attendance is better than it was a year ago because tighter checks are kept on absence and pupils enjoy school more. The curriculum is satisfactory. Since the last inspection, a stronger emphasis has been placed on pupils learning key literacy and numeracy skills to enable them to reach higher standards in English and mathematics. Pupils' skills in ICT and in conducting science investigations are not as well developed and the curriculum in these subjects requires improvement.

Good leadership and management, including in governance, which has improved appreciably, have brought about rapid improvement. Other members of the leadership team have helped secure improvements, for example in the management of support for better attendance. The influence of subject leaders on bringing about improvements in curricular provision is less effective, notably in science and ICT.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the Early Years Foundation Stage is good. Children get a good start in the Nursery because staff plan stimulating experiences for all the areas of learning. These are linked together well in thematic topics, such as, 'at the seaside'. There is a strong emphasis on children developing their early communication skills. The key workers promote children's talk very well, helping them to extend their conversation skills. A suitable range of learning activities is also planned in the Reception class but some of these are not always as stimulating or challenging. Good emphasis is placed on children's early literacy and numeracy skills. Systematic teaching of letter sounds has been introduced this year to help children make better progress in their early reading and writing. Children's communication, language and literacy skills, which have been very weak in previous years, are now improving. Early writing continues to be a weaker aspect of children's development.

Teaching and learning are good. Staff plan activities to enable children to move freely in and out of doors, sometimes working with adults and sometimes under their own initiative. Assessment is organised well. Children are assessed when they join the Nursery and their progress is carefully monitored through each term until they leave Reception. Staff provide a good level of care and give appropriate consideration to ensuring children's welfare. Good behaviour, cooperation and healthy lifestyles are promoted strongly. Leadership and management are good. Staff work very well together as a team under the direction of a knowledgeable Early Years Foundation Stage leader. Links with parents are good; home visits, a helpful brochure and open sessions keep parents informed about provision.

### What the school should do to improve further

- Raise standards further and continue to improve pupils' achievement, particularly in their early literacy skills, writing, science and ICT.
- Continue to build on the improvements made in teaching and learning, so that pupils receive effective teaching and suitably challenging learning activities in all lessons.
- Improve the impact made by subject leaders on developing, monitoring and evaluating the curriculum.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards have improved since the last inspection but need to improve further. Achievement, which was inadequate, is now satisfactory. Children are making good progress in the Early Years Foundation Stage this year; better than in the previous two years because of the improvements in the teaching of early literacy skills. The school's assessment records show that by the end of the year, most Reception children will have developed the skills and aptitudes that are typical for their age. Standards in Year 2, which were well below average in 2008, have risen appreciably this year. Standards in Year 6 improved well in 2008 but were still below average in English and science. The improvement is likely to continue in 2009 with more pupils making the expected amount of progress from their starting points in Year 2.

The school's comprehensive tracking system shows that progress is much better for many pupils in all year groups but that a small minority of pupils still make too little progress in reading, writing and mathematics. Standards in ICT are also below those expected. The progress made by pupils with learning difficulties is at least satisfactory because of the good support provided through a number of intervention programmes. The school expects a small number of pupils in Years 2 and 6 to reach the higher Levels 3 and 5 respectively in their assessments this year. While this is an improvement on previous years, more can be done to enable the more able pupils to reach the standards that match their capabilities.

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

### **Grade: 2**

Pupils say they enjoy school. They say they feel safe in its surroundings and believe that their teachers support them well should they have any problems. Behaviour is good in lessons and around the school, although members of the school council stated that one or two pupils could be more considerate towards each other. Pupils know about how to adopt a healthy lifestyle. They enjoy growing vegetables in the school garden and have many opportunities to take part in physical activities, including swimming. Pupils learn about eating healthily. They told inspectors about the healthy tuck-shop snacks they eat at break times, although some of the packed lunches they bring from home are not as healthy. The student council gives pupils a good opportunity to express their views and contribute ideas for school improvement, such as having more play equipment to use at lunchtimes. Pupils' social, moral and spiritual development is good. Assemblies contribute well to this and children in the Reception class have enjoyed watching incubated eggs hatch into chicks. Pupils' knowledge of other cultures and communities outside their immediate locality is limited. Attendance is a little below the national average but has improved since the last inspection. Older pupils have some responsibilities for managing tasks around the school and this role could be extended further. Pupils also take part in local community events and raise funds for local charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and improving, with pupils receiving a higher proportion of good lessons. This represents a marked improvement on the situation found during the last inspection, when a significant proportion of lessons observed were inadequate. Support from local authority consultants, which included a focus on coaching effective teaching techniques in English and mathematics, have had a positive influence on the quality of lessons. Several features of good teaching and learning were observed during the inspection. Teachers routinely share the purpose of the lesson and success criteria with pupils at the start of lessons, so that pupils know what they are expected to learn and the steps they will need to take to be successful. Interactive whiteboards are used effectively to support teachers' explanations and focus pupils' attention on key learning points. Teachers also involve pupils more in discussing their learning and in evaluating their responses. Where teaching remains less effective, work is not matched precisely enough to pupils' learning needs, especially when providing suitable challenges for the more able pupils. There are also too few opportunities for pupils to talk about their learning and make decisions for themselves on how it should be developed. Marking has improved and examples seen in pupils' books showed teachers indicating the next steps pupils should take to improve their work. However, pupils are not responding sufficiently to show they have taken

notice of the points their teachers have made. In all the lessons observed, teaching assistants worked alongside teachers well; the support they provide helps to enhance pupils' learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Leaders acknowledge that a full review of the curriculum is required to ensure that planning across and within subjects is well constructed. A start has been made on linking learning across subjects through thematic topics. Displays around the school show how pupils' art, humanities and English work have been linked together in learning about the locality of Essex. Pupils also have the chance to take their learning out of school with day visits to places of interest, such as the Dutch Cottage. Displays in the school hall, around the school and in classrooms, also show the strong focus placed on developing pupils' personal development and well-being. For example, pupils in Year 5 have been learning about sustainability and the importance of having a healthy heart. Preparations are underway to introduce modern foreign language teaching from September 2009. There is a good range of club activities on offer to pupils in all year groups, both before and after school; the 'growing club' is particularly popular.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Safeguarding procedures meet requirements and the procedures for recording the appropriate checks on adults working in the school have been tightened up since the last inspection. Staff provide pupils with good care and support, which contributes well to their good overall personal development, although leaders acknowledge that arrangements for lunchtime supervision require a review. Action taken to tackle persistent absence and improve attendance is rigorous and managed well. Parents have received a useful pamphlet reminding them of the importance of avoiding absence and requests for holidays to be taken in term time are no longer sanctioned. Pupils have responded well to the certificates and rewards they receive for higher levels of attendance. The support for pupils with additional needs is managed well, for example, individual education plans and one-to-one teaching sessions are helping them to make suitable progress. The inclusion manager has drawn up a register of pupils who have special talents but enhanced learning opportunities for these pupils are not yet in place. The school now tracks pupils' progress much more thoroughly and takes action when underachievement is detected. Pupils are also more aware of the targets they have to help them improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Since the last inspection, the main focus of the partner headteachers has been to improve the quality and consistency of teaching and learning in order to raise standards and boost achievement. A robust system is in place to track pupils' progress and pick out any underachievement. Regular meetings with teachers are organised to review pupils' progress. Targets set for pupils' attainment and progress at the end of each year are suitably challenging. Action plans have also been drawn up with local authority consultants to bring about improvements in the provision for English and mathematics. The governing body now has a full complement of members who are eager to support the school and help bring



about further and sustained improvement. The committee structure for handling governor business has been reorganised and governors have had training to improve their effectiveness. They have started a programme of focused visits to check and report on improvements and the quality of the school's work. Although the governing body has a plan for promoting community cohesion, this does not go far enough in indicating how the school will help pupils develop their understanding of diversity and their knowledge of the wider United Kingdom and global communities.

**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?	3
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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

12 June 2009

Dear Pupils

Inspection of Lubbins Park Primary School, Canvey Island, Essex, SS8 7HF

Thank you for your help with the inspection and for welcoming me to your school. I enjoyed the two days I spent with you. Please thank your parents for completing the questionnaires about their views of the school.

Your school is doing better now than when it was inspected in June last year. Mr Larrett and Mr Tavenor, the governors and all the staff have been working hard to bring about improvements. All the adults at school care about you and want you to do well. Many of you are learning more in your lessons, so you are making better progress in reading, writing and mathematics.

I enjoyed talking to you in lessons and at break times. It was good to see that you behave well and show good attitudes in lessons. The school council members told me a lot about why they enjoy school and how you raise money to help others. You all listened well and politely to your visiting speakers in the assembly I attended. You have a good number of clubs to attend before and after school, and I really liked the idea of having a school garden where you can grow vegetables. I was also pleased to see that you are missing fewer school days and that school attendance rates are going up.

At the end of the inspection, I asked Mr Larrett and Mr Tavenor, the staff and governors to keep working on the improvements they have introduced to help you do even better, particularly with your writing, investigations in science and computer skills. I asked your teachers to make sure all your lessons are good ones and challenging enough for everyone. I also asked your teachers to have a good look at what you are learning in each subject to ensure the curriculum is interesting and useful to you. You can help with these by being at school every day, putting forward your point of view and working hard in all your lessons.

You have much to look forward to in the rest of the year; I hope you do your best and enjoy it.

With best wishes,

Rob McKeown

Her Majesty's Inspector