

# Great Wakering Primary School

## Inspection report

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<b>Unique Reference Number</b>	114792
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338446
<b>Inspection dates</b>	14–15 December 2009
<b>Reporting inspector</b>	Anthony Green

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	394
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Paddick
<b>Headteacher</b>	Mrs Barbara Spratt
<b>Date of previous school inspection</b>	3 June 2007
<b>School address</b>	High Street Great Wakering Southend-on-Sea
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons, and held meetings with governors, teaching and office staff, groups of pupils, including members of the school council and prefects, and spoke to parents. They observed the school's work, and looked at a range of documentation including assessment data, information on the progress of pupils whose circumstances make them vulnerable, internal monitoring files, governors' minutes and reports from the school improvement partner and the local authority. Questionnaires from 65 parents were scrutinised as well as responses from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how the school is addressing underachievement, especially in English and mathematics
- the quality of teaching, especially in Years 3 to 6
- the use of assessment data to inform planning for different groups of pupils.
- behaviour in and around the school.

## Information about the school

The school is larger in size than most primary schools. The majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. The percentage of pupils eligible for free school meals is below average. The proportion of pupils who speak English as an additional language is well below average. During the school years 2002 to 2008, staff mobility was high, especially in Years 3 to 6; however, this has stabilised in the last two years. The school runs its own breakfast club and an after-school youth club known as the 'Teen Cafe' for young people from Years 6 to 11. A strong link between the school and a local secondary school supports the provision of alternative learning opportunities for Year 11 students through extended work placements. The school has a number of awards including the Activemark and the Healthy School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Great Wakering Primary is a satisfactory school. It is led well by the headteacher, who, with the support of her deputy headteacher, has guided the school through a long period of staff mobility especially in Years 3 to 6. Now that staffing is settled, the school is able to focus on improving the quality of teaching and learning and raising standards. As a result, pupils' achievement in 2007 and 2008 began to rise and standards by Year 6 were in line with national averages. Results in 2009 dipped to below national averages in writing, especially for boys, and mathematics, as a direct result of that cohort having a significantly high number of temporary teachers in Years 4 and 5. Data for the present cohorts show that in Years 1 and 2, pupils are making good progress towards the targets set. In Years 3 to 6, pupils are now back on track to achieve targets set for English, but are lagging behind in mathematics. The school recognises that this needs to be addressed and has implemented a number of strategies to accelerate pupils' learning in mathematics in order to support their progress and achievement.

The quality of teaching is satisfactory. Inspection evidence shows that teaching has improved throughout the school and almost two-thirds of lessons observed were good or better. However, teaching varies from inadequate to outstanding. In the Reception classes, children benefit from good teaching and make consistently good progress. This is built upon well in Years 1 and 2. In the past, teaching was weakest in Years 4 and 5, resulting in pupils having to spend some time 'catching up' when in Year 6. This has now been successfully addressed. Progress in the majority of lessons observed was good. Nevertheless, the use of assessment to inform planning is not fully embedded and so work is not always well-matched to the needs of different groups of pupils. Not all pupils are regularly involved in assessing their own work, so as to set their own targets for improvement. Teachers' marking varies and so pupils are not always clear about how successful they have been in their work, or what their personal targets are to improve. There is an inconsistency in presentation of work by pupils, because teachers do not always set them clear expectations.

The curriculum is satisfactory but is enriched well by visits, including residential visits, visitors and before-school and after-school clubs. This is recognised as a strength by parents. One commented that, 'The variety of different opportunities the children have after school is excellent'. Sports are well organised and seen as an important part of school life, which is reflected in it gaining the Activemark award. The development of pupils' literacy skills, especially in writing, and numeracy skills, is now a major focus for the school. There are currently too few opportunities for pupils to apply and extend their writing and mathematical skills in other subjects. The provision for information and communication technology (ICT) is good, with a well appointed suite, class laptops and

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a smaller second suite for group activities.

Links with the community are outstanding. The school is rightly proud of the enormous success of 'Teen cafe', which is the hub of the community for young people from Year 6 to 11. It has brought the village community together and also supports the transition of pupils from Year 6 to Year 7 very well, as they know many of the pupils from secondary school before they transfer. As one parent wrote, 'The school plays a very central part in the community. There is a real community feel at the school'.

The overwhelming majority of pupils enjoy school. One wrote, 'I love my school. The teachers help me to improve my work'. A small minority of pupils and a few parents express concerns about behaviour. Inspectors saw good behaviour in lessons, in corridors, on the stairs and in the hall at break and lunch times. There were no signs of bullying or harassment in the playground. However, boisterous behaviour was observed, often because of a lack of structured activities, or clearly defined quiet areas which, for some pupils, results in an outdoor environment that is overwhelming at times.

Leadership and management are satisfactory because there is still a level of inconsistency in the quality of teaching and learning and standards are not as high as they should be. However, the headteacher's drive and commitment to move the school forward are central to the improvements now being achieved. There is a shared vision amongst staff. They are proud to work in the school and have a clear understanding about the direction in which the school needs to move. Senior leaders and subject leaders are enthusiastic about their roles. The school is doing enough to raise standards and strengthen the quality of teaching to demonstrate that it has a satisfactory capacity to sustain improvement.

## **What does the school need to do to improve further?**

- Accelerate the progress of pupils in mathematics by:
  - extending planned opportunities to use and apply mathematics across the curriculum.
- Accelerate the progress of pupils in writing by:
  - ensuring planning takes account of different groups within a class, and especially boys
  - setting targets for pupils which are frequently evaluated and reviewed, to ensure that they are being met
  - extending planned opportunities to use writing across the curriculum
  - ensuring teachers model high quality presentation in pupils' books and when writing on the interactive whiteboard.
- Raise the quality of teaching so that it is consistently good or better by:
  - ensuring that information from assessment is used to plan activities which closely match the interests of individuals or groups of pupils
  - improving the quality of marking to ensure pupils are fully aware of their next

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steps for learning and to support teachers' planning.

- About 40% of all schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Overall, achievement and enjoyment are satisfactory. Although Year 6 test results have been gradually rising each year from 2006 to 2008, there was a dip in results in 2009, due to inconsistent progress in Years 3 to 6, which did not sustain the good progress in Years 1 and 2. Pupils did not achieve as well in mathematics and, especially for boys, did not achieve as well in writing, which affected overall results. Now that staffing is stable, subject leaders are in a position to monitor teaching and learning and ensure that the planned opportunities for pupils to use and apply their mathematics' and writing skills across a range of subjects are beginning to be implemented. Pupils with special educational needs and/or disabilities, and those who speak English as an additional language, make good progress against their targets. In lessons, pupils behave well and are motivated by their work. They are polite and engaging when talking to adults and visitors. Pupils enjoy school and generally feel safe. Attendance is satisfactory. Pupils are developing satisfactory skills to prepare them for their next stage of learning.

Pupils have a good understanding of the need to eat healthily and to take plenty of exercise, as reflected in the school's Healthy School Award. The school is bustling before the start of the school day because of the large number taking part in sporting activities, such as a 'multi-skills' club, or attending the breakfast club. The school council makes an excellent contribution to school life and all pupils enjoy the many responsibilities they have in class and around the school, such as playground friends and prefects. They also support the wider community in a variety of ways, including an excellent range of fund raising as well as their contribution to the running of the very popular 'Teen cafe'. This is a real strength of the school.,

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are developing an awareness of other cultures through curriculum themes, visits and visitors. The school recognises that pupils' knowledge of the multicultural society in which they live is an area for further development.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The quality of teaching is satisfactory and improving. Lessons are well-planned and resourced and generally matched to the needs of different groups of pupils. Well-informed learning support assistants make an invaluable contribution to pupils' learning. As a result, pupils work hard in lessons and behaviour is good. Most pupils are clear about the learning objectives and success criteria for each lesson. However, this is not consistently so throughout the school. When teachers mark pupils' work, they do not always do so against the objective of the lesson, or always include pupils in self-assessment of their work, so that they know what has been achieved and what the next step should be. Presentation of work, and especially handwriting, varies considerably throughout the school. Good use is now being made of assessment data to track pupils and to focus on groups and individuals. Regular meetings are held between class teachers, subject leaders and the senior management team to track the progress of individuals and groups, with a specific focus on English and mathematics. This now ensures that planned activities are generally, but not always, well-matched and challenging. Individual education plans for pupils with special educational needs and/or disabilities are well written, and in a way that pupils can understand. Pupils are fully involved in the review of their targets, which supports their good progress.

Good links are being made between different subjects, which are making them more relevant and interesting for pupils, and this is beginning to impact on achievement. Years 3 and 4 are trialling an initiative which uses the expertise and interest of pupils to engage them in practical and meaningful activities. For example, one class was observed making a moving toy for Christmas, which involved pneumatically assisted moving parts.

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Each group included a treasurer, designer and manager. This contributed to mathematics, science, design and technology, speaking, listening and co-operation. Themed days and weeks capture pupils' imagination. Enrichment of the curriculum is good, including a wide range of extra-curricular activities.

The quality of support, care and guidance is good. The school works closely with outside agencies to support pupils whose circumstances make them vulnerable. All staff ensure that pupils are helped to feel safe and well cared for.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is a strong sense of purpose amongst all staff. Senior leaders are developing a clear vision of how to move the school forward. The school improvement plan is aimed effectively at raising standards and achievement. The headteacher and leaders, at all levels, work diligently to ensure that standards and achievement are raised.

The school's contribution to the local community is a real strength. The school is set in a village with few facilities. Staff work very hard to engage different groups and the school is the hub of the community. However, the school recognises that it also needs to develop pupils' understanding of the national and global community in which they live.

At the time of the inspection, safeguarding and child protection procedures were robust and meet requirements. Pupils whose circumstances make them vulnerable are supported well by staff and by the good links with outside agencies. Practices for promoting equality of opportunity are satisfactory.

Governors are supportive and they contribute satisfactorily to monitoring and development. They fulfil their statutory duties and, together with senior leaders, have worked hard to ensure that the difficulties of the last few years with regard to staffing have been addressed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3



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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Reception classes with knowledge, skills and understanding that are generally in line with those expected for their age. They make good progress and by the end of the Reception year most children achieve, and many exceed, the expected levels. They settle into Reception well because of the good transition arrangements in place with pre-school providers. Behaviour and relationships are well managed. The welcoming learning environment is resourced and organised well to provide a mixture of interesting indoor and outdoor activities. However, one class does not have direct access to the outdoor area and gains access via its neighbouring Reception class. The school plans to address this as part of the present ongoing work to replace windows and outer doors in the school. As a result of good leadership of the Early Years Foundation Stage there is good teamwork and cohesive planning. Ongoing assessment is used well to plan for individual children but the school recognises the need to develop the use of extended observations of children on a more frequent basis, to further support assessment and planning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of the 65 questionnaires returned were positive and parents

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believe that this is a caring and supportive school. Almost all are happy with the school and are pleased with the progress their children are making. A small minority expressed concern about bullying and poor behaviour, and how it is dealt with. Inspectors found no evidence to support this. However, boisterous behaviour was observed in the playground, mainly as a result of a lack of structured games and play activities. The school already has plans in place to develop the playground area in the new year, using funding obtained for community developments.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Waking Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 394 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	65	22	34	1	2	0	0
The school keeps my child safe	34	52	29	45	1	2	1	2
The school informs me about my child's progress	34	52	31	48	0	0	0	0
My child is making enough progress at this school	27	42	37	57	1	2	0	0
The teaching is good at this school	32	49	32	49	0	0	0	0
The school helps me to support my child's learning	33	51	32	49	0	0	0	0
The school helps my child to have a healthy lifestyle	31	48	33	51	0	0	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	32	39	60	1	2	0	0
The school meets my child's particular needs	30	46	34	52	0	0	1	2
The school deals effectively with unacceptable behaviour	17	26	37	57	3	5	6	9
The school takes account of my suggestions and concerns	22	34	34	52	5	8	2	3
The school is led and managed effectively	27	42	31	48	1	2	4	6
Overall, I am happy with my child's experience at this school	40	62	23	35	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 December 2009

Dear Pupils

Inspection of Great Waking Primary, Great Waking, SS3 0EJ

Thank you for your friendly welcome when we visited recently to inspect your school. We very much enjoyed talking to you in lessons and around the school and we thought your Christmas production was excellent, as did all the very many adults who came to watch. We would also like to thank the groups of pupils we spoke to about their views of the school and those who took the time to complete our questionnaire and to write extra comments.

As a result of what we found out during the inspection we judged your school to be satisfactory. This means that it does some things well but it can be even better. The things we thought were good were:

- the progress pupils make in the Early Years Foundation Stage
- the way all staff work hard to keep you safe and to ensure you are well cared for
- the excellent links the school has with the local community and the use of the school by various organisations, including the 'Teen Cafe'
- the number of clubs and activities provided for you before and after school.

These are the things we feel can be improved and your school agrees:

- improve how well you do in your mathematics and your writing
- improve the quality of teaching so that it is always good or better.

You can help by working even harder and finding opportunities to use mathematics and writing in a range of subjects. You can also become more involved in assessing your own work, so that your teachers can see what you find hard or easy and can plan work more to meet the needs of each of you.

Thank you again for your contribution to the inspection. We wish you every success in the future.

Yours sincerely

Anthony Green

Lead inspector

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