

Giffards Primary School

Inspection report

Unique Reference Number	115046
Local Authority	Thurrock
Inspection number	338499
Inspection dates	6–7 July 2010
Reporting inspector	Kevin Corrigan

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Steve Rhodes
Headteacher	Nicky Haslam
Date of previous school inspection	31 October 2006
School address	Queen Elizabeth Drive Corringham Stanford-le-Hope
Telephone number	01375 672138
Fax number	01375 677083
Email address	admin@giffardsprimary.thurrock.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. Twenty lessons and 16 teachers were observed. Inspectors held discussions with the headteacher, staff and members of the governing body. Inspectors observed the school's work, and looked at school data and documentation, including the school's safeguarding records.

Questionnaires were analysed from 71 parents and carers, 100 pupils and 64 members of staff.

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

- at the following:
- the attainment and progress of the most able pupils in the core subjects at the end of the Key Stages 1 and 2
- the effectiveness of the school's assessment and tracking procedures in monitoring the progress of pupils and identifying those who need support
- the impact of the school's Every Child Matters initiatives.

Information about the school

Giffards Primary School is much larger than average having been formed from the amalgamation of Giffards Infant and Junior Schools in January 2005. The vast majority of pupils are drawn from the local town. A greater proportion of pupils than found in most schools joins or leaves the school during the school year. Most pupils are from White British backgrounds with a few coming from a range of minority ethnic groups. Very few pupils speak English as an additional language. The percentage of pupils who are known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of need, is above average; these pupils have moderate learning difficulties or behavioural, emotional and social difficulties. The school has Healthy Schools status and the Activemark 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?

2

The school's capacity for sustained improvement

2

Main findings

Giffards Primary School is a good school which provides outstanding care, guidance and support for its pupils. The headteacher's focus on securing improvements in the standards achieved by pupils has brought about significant improvements since the last inspection. Pupils' skills on entry to the school are below expectation, but good teaching, well-targeted support and robust procedures for assessment ensure that their attainment is average. A focused approach in the early years to developing reading and writing skills and a consistent approach to managing pupils' behaviour throughout the school have provided a secure foundation for these improvements. A recent focus on, and more time devoted to, developing numeracy throughout the school has resulted in pupils now achieving as well in mathematics as in English. However, the proportion of pupils achieving the highest levels in both subjects remains below the national average. Pupils feel safe at the school and know who to approach if they have problems. They are friendly, behave well in lessons and around the school and have a positive attitude to their school work and this contributes to the good progress in their learning.

Teachers have good subject knowledge, plan their lessons well and deliver their lessons briskly and enthusiastically. Relationships in the classroom are excellent. Pupils work productively and cooperatively as individuals or in groups and stay on task. However, some teachers are not flexible enough in responding to the different learning needs of pupils. This is particularly so for the most able, who, for example, are not always given additional work, if they finish before others, or sufficiently challenging tasks that engage them purposefully for the full duration of the time allotted. The work of learning support assistants is effective and well-matched to the learning needs of pupils. The school's good curriculum has focused appropriately on developing pupils' literacy and numeracy skills and is enriched by a wide range of clubs, activities and visits. However, pupils do not have enough cross-curricular opportunities to apply their basic skills in a more imaginative and stimulating way and, hence, enable them to achieve even more.

Initiatives to promote the Every Child Matters outcomes through curriculum support most aspects of pupils' personal development well. However, the curriculum is less well developed to help pupils' fully appreciate the diversity and range of communities within the wider local area and the United Kingdom. The care, support and guidance pupils receive are outstanding. Individual pupil progress is meticulously tracked and well targeted support is put in place for those who need additional help with their work.

The headteacher is committed to driving up standards further and to do this within a harmonious and caring community. This common purpose and vision is communicated to, and shared, by all staff. She is very well supported by an experienced governing body who knows the strengths and weaknesses of the school well and plays a full part

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

in its development. The significant improvements made since the last inspection illustrate the school's good capacity for further improvement.

What does the school need to do to improve further?

- Raise standards in English and mathematics further for example by:
 - developing more effective cross-curricular links and imaginative activities where pupils can work independently and apply their literacy and numeracy skills.
- Improve teaching and learning further so that it matches or exceeds the best at the school by:
 - ensuring that learning outcomes for individuals and groups are always sharp, clearly explained and explicitly assessed in lessons
 - ensuring that all teachers respond more flexibly to the pace of learning by individual pupils, especially the more able.
- Develop further pupils' understanding of communities in the United Kingdom from different ethnic, religious and socio-economic backgrounds.

Outcomes for individuals and groups of pupils

2

Children enter the school with skills and experiences below their age-related expectations. Their literacy skills, including speaking and listening, are often underdeveloped as is their knowledge and understanding of the world. However, pupils make good progress in the early years so that by the end of Key Stage 1 most are reaching levels of attainment broadly in line with what is expected nationally. For example, pupils in a Year 2 class could construct grammatically correct sentences and applied correct punctuation to dialogue in their stories. It is a similar picture in Key Stage 2 where pupils now reach broadly average levels of attainment in English and now also in mathematics. Pupils in Year 6 were able to explain the key features of persuasive writing, define and exemplify terms such as alliteration and used connectives correctly in constructing complex sentences. Pupils benefit from specialised external teaching in science and generally reach above-average levels of attainment in this subject. Pupils joining the school during the year tend to have lower levels of attainment but are effectively integrated and supported and make the progress expected of them given their starting points. Those pupils with special educational needs and/or disabilities similarly make progress as good as their peers, as do the few from minority ethnic backgrounds. However, some of the most able pupils do not make as much progress as they ought and as a consequence the proportion of pupils gaining the highest levels of attainment is below the national average.

Pupils have good attitudes to learning, enjoy lessons and behave well. Pupils say they feel safe at school and are confident in what to do if they have concerns. The inspection team was impressed with how polite and friendly pupils were, many greeting them with a 'hello' and a smile, and holding a door open for them. Most pupils understand the importance of making healthy food choices and of being physically active. The school

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

has achieved Healthy Schools status and the Activemark award. Some pupils take on supportive roles within the school community, such as older pupils acting as Play Leaders with younger ones. Attendance has improved and is now good. Pupils are less well informed about, or involved with, improvements in the wider community. They have limited understanding of the diverse communities living in the United Kingdom though they are beginning to develop their knowledge of what life is like for children in other parts of the world. Pupils know the difference between right and wrong and understand the consequences of their own and others' actions.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers use their good subject knowledge and the school's rich source of data on pupil attainment and progress to plan their lessons well and set appropriate learning objectives for pupils with different needs. Resources are used expertly, including technological aids. Relationships in lessons are invariably good, inappropriate behaviour is managed very well and as a consequence pupils stay on task. However, teachers are not always flexible in responding to the different pace of progress by different pupils,

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

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

particularly the most able who could be given additional, more challenging work when whole class tasks have been completed. Teachers assess pupils' work accurately and provide well-targeted guidance to pupils on what they need to do to progress and achieve the next level. In the most effective lessons, pupils understand precisely what they need to achieve by the end of the lesson. In these lessons, teachers use targeted questioning well to check pupils' understanding. This was evident in a good Year 6 literacy lesson where pupils constructed a number of complex and compound sentences and were assessed on their understanding of the difference between the two. However, not all teachers use targeted questioning well enough to check pupils' progress in lessons.

The curriculum is well planned to ensure that all pupils have a broad range of experiences which contribute well to their academic and personal development. There is good enrichment provision: in particular all pupils from Years 4 to 6 learn an instrument in lessons, and a quarter of pupils take up an additional instrument. The school's gym trail for younger pupils is effective in developing their motor skills. The school has recently developed the curriculum to help to learn about life in different parts of the world. The recent 'International Week' gave pupils some useful insights into cultural life across the world. Opportunities for pupils to apply their literacy and numeracy skills in cross-curricular activities and projects are under developed. Pupils have good information and communication technology (ICT) skills through regular use of the school's dedicated computer room and the integration of computer based learning in the early years. Pupils with learning difficulties are very well supported through specific reading and writing programmes.

The outstanding care, guidance and support for pupils make a very important contribution to pupils' good achievement. Pupils are known as individuals and understand and appreciate the personalised attention they receive from teachers and adults. The school works effectively with families, children and a range of agencies which has led to improved behaviour, greater well-being and improved learning at the school. There are highly effective processes in place to identify pupils who are working at below age-expected levels in reading and writing, and well-targeted intervention provision in place to help them catch up. Teachers liaise effectively with teaching assistants to ensure they provide patient, relevant and effective support in lessons for pupils with special educational needs and/or disabilities. Attendance is monitored rigorously, pupil absences are followed up immediately and safeguarding procedures are robust and secure. Parents are kept well informed of their children's progress.

These are the grades for the quality of provision

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

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

The effectiveness of care, guidance and support	1
--	----------

How effective are leadership and management?

The headteacher leads and manages the school very effectively having identified and prioritised the areas for development necessary to secure the improvements since the last inspection. These have included developing a clear, well understood and consistently applied policy and approach to managing behaviour, a focus on developing basic literacy and numeracy skills and the establishment of a senior leadership team with clear areas of responsibility. Expectations are high at the school and shared by pupils and teachers. The implementation of robust, accurate and comprehensive assessment systems and procedures has ensured that pupils making slower progress have been identified and appropriate strategies put in place to support them. Subject leaders now feel empowered to develop their curriculum areas in a more creative way, although the impact of this has not yet been felt. Monitoring of teaching by senior leaders is robust and effective although the role of subject leaders in this is still developing.

The experienced governing body knows the school's strengths and areas for development well and discharges its statutory responsibilities effectively, for example in ensuring the school is a safe environment for pupils. There are clear procedures in place to keep governors informed and they challenge as well as support the headteacher and her staff very effectively. The school's engagement and communication with parents is good and this is reflected in the high level of satisfaction expressed by the vast majority of parents. Partnerships with other schools and organisations is good, particularly the work with the local cluster of schools, for example in sharing good teaching practice and ensuring pupils are well prepared for moving on to secondary school. The school's promotion of equality of opportunity is good. Current data shows that differences in attainment and progress between different groups at the school have been significantly reduced. Safeguarding procedures are good with some outstanding features such as the exemplary record keeping and the procedures for the safe recruitment of staff. Pupils contribute well to ensuring the school community is a cohesive and harmonious one although less well developed is their understanding of the religious, ethnic and socio-economic context of the wider local and United Kingdom community. The school has robust plans which are being implemented to address these gaps.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

An explicit focus on developing early literacy skills, well-matched care and support and expert teaching ensures that pupils make good progress from their low starting points so that attainment is broadly average by the time children join Year 1. Good knowledge and understanding of letter sounds develops over the year as children become more confident readers and writers. Personal and social skills develop particularly well with children benefiting from a well-organised environment where routines and expectations are clear and firmly established. For example, it takes little prompting for pupils to clear away promptly and sensibly. However, there are not always enough opportunities for pupils to work independently in developing their writing skills. Children are happy, friendly and share resources with each other. The well resourced outdoor area is secure and there are appropriate arrangements for children who are feeling poorly. Children are prepared well for moving on, particularly in the way sessions become slowly more structured towards the end of the Reception year where children are ready for this approach.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents returned 71 questionnaires, which is a relatively low proportion. The vast majority of these responded that the school is a safe environment and they are happy with their child's experience at the school and the progress they are making. They say their child enjoys school and this was corroborated by the pupils who were spoken to

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

during the inspection. A small minority of parents and carers raised concerns about how inappropriate behaviour was dealt with but the inspection evidence indicates that procedures for tackling this issue are robust and effective. All parents stated that the school helps pupils to develop healthy lifestyles and the inspection team agreed with them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Giffards Primary School 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	59	26	37	2	3	0	0
The school keeps my child safe	41	58	29	41	1	1	0	0
The school informs me about my child's progress	32	45	35	49	3	4	0	0
My child is making enough progress at this school	35	49	33	46	1	1	2	3
The teaching is good at this school	33	46	34	48	4	6	0	0
The school helps me to support my child's learning	30	42	37	52	2	3	0	0
The school helps my child to have a healthy lifestyle	29	41	42	59	0	0	0	0
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)	31	44	36	51	1	1	0	0
The school meets my child's particular needs	35	49	32	45	1	1	2	3
The school deals effectively with unacceptable behaviour	19	27	31	44	14	20	2	3
The school takes account of my suggestions and concerns	20	28	37	52	8	11	2	3
The school is led and managed effectively	27	38	35	49	5	7	1	1
Overall, I am happy with my child's experience at this school	40	56	29	41	0	0	2	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 July 2010

Dear Pupils

Inspection of Giffards Primary School, Stanford-le-Hope, SS17 7TG

I am writing to you to tell you about your school's recent inspection. I would like to thank you for the help you gave me and my colleagues. We talked to many of you during lessons and outside of class and were very impressed with how polite and friendly you were. We received 100 questionnaires from you, where you told us that you learn a lot in lessons and teachers show you how to improve your work. You also said you appreciate the opportunity you have to talk to teachers or other adults at the school if you are worried or need extra help with your work.

Giffards Primary School is a good school which provides outstanding care and support for you. Your headteacher and her colleagues lead the school well and provide many opportunities for you to enjoy your learning, particularly in the range of clubs and activities you can participate in and the opportunities you all have to learn a musical instrument. The school continues to improve since its last inspection in 2007. It ensures that you are making good progress in reading, writing, and mathematics. One of the reasons for this is that the school tracks your academic and personal development very closely.

There were a few areas where the school could improve even further. These are:

- ensuring teachers always take account of how well you are learning in lessons and whether you need to be given additional activities to keep you interested
- developing more exciting activities where you can practise your literacy and numeracy skills
- develop further your understanding of other who come from different backgrounds to yours.

All of you can help by telling your teachers if you find your work too easy and by showing an interest in, and learning about, people with different backgrounds to yours.

Thank you again. I wish you all the best for the future.

Yours sincerely

Kevin Corrigan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.