

Engaines Primary School

Inspection report

Unique Reference Number	115314
Local Authority	Essex
Inspection number	338562
Inspection dates	27–28 May 2010
Reporting inspector	Cheryl Thompson

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Hazel Funnell
Headteacher	Eric Brown
Date of previous school inspection	22 January 2007
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Introduction

This inspection was carried out by three additional inspectors. Twenty-one lessons were observed. Twelve teachers were seen and additional time was spent looking at pupils' books. Inspectors also held meetings with governors, groups of pupils and senior staff. They observed the school's work and looked at the school's progress tracking system, policies, safeguarding documentation and improvement plans, and analysed 135 parental questionnaires and 148 pupil questionnaires.

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

- how well the more able pupils and those in Years 3 to 6 are making progress
- the extent to which the quality of teaching is consistent and assessment is used to ensure progress, especially in mathematics and for more able pupils
- the contribution made by leaders and managers to school improvement.

Information about the school

This is a larger than average school, where just over half of the school population live outside the local village. It is over-subscribed in all year groups. Children in the Early Years Foundation Stage join either a Reception class or a mixed Reception and Year 1 class.

Almost all pupils are from White British backgrounds. A very small number of pupils are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above that found nationally, as is the proportion of pupils with a statement of educational needs. An average proportion of pupils are believed to be eligible for free school meals.

The school has attained National Healthy School status and the Activemark. It works in partnership with the local school-centred teacher training consortium and Kent University and, as a result, has regular placements of trainee teachers. The school runs a breakfast club before school. There is a privately run pre-school on the school site. There is a separate report available for this provision.

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

Engaines provides a satisfactory education for its pupils. Its effectiveness is improving and it has considerable strengths in its provision for pupils' personal development. As one parent noted, 'The school believes in traditional family values.'

Children enjoy a good start to their education in Reception, where good teaching ensures that they progress well, especially in learning basic literacy and numeracy skills. For the past three years, tests results indicate that pupils have not been making enough progress as they move from Year 2 to Year 6. However, as a result of new systems with a clearer focus on pupils' achievement, progress has improved to a satisfactory level and standards are beginning to rise, especially in mathematics.

A significant strength in the school's provision is the way it helps pupils to become thoughtful and responsible young people. They develop good social skills and play and work well together so that, together with their sound basic literacy and numeracy skills, they are satisfactorily prepared for the next stage of their education and later life.

Attendance is above average. Pupils who have a high level of need make good progress through their own personal determination and the sensitive support of the school. Good relationships within classes throughout the school are a key feature of teaching.

Behaviour is good. Pupils get on well together and enjoy taking on responsibilities such as being a school councillor or preparing the hall for assembly. They have an excellent awareness of how to keep themselves safe and do a lot to keep themselves fit, as recognised in their national awards.

While there is some good teaching and good use of assessment in the school, it is not consistent enough to ensure good progress. The use of precise assessment is developing, but it is not routinely used to ensure that challenging work is always planned for pupils of all abilities. The curriculum is enriched with a good range of visits and visitors, which have a good impact on pupils' enjoyment of learning. The school achieves outstanding success in sporting activities at local and national level.

The school provides good care, guidance and support for all pupils. Links with parents are good and they have many good things to say about the school. Partnerships with outside agencies such as social services and specialist teachers have a strong impact on the provision for pupils with high levels of need. The outstanding breakfast club reflects the school's ethos extremely well. Family values are clearly evident in the way pupils play and eat together. Pupils thoroughly enjoy attending. The school has entered into a service agreement with the on-site pre-school. There are good working relationships but, currently, links regarding common practice are underdeveloped.

The headteacher and senior teachers undertake their roles diligently but with insufficient

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rigour. Consequently, it is not easy for them to prioritise exact areas for improvement, set measurable targets in school development planning and drive these forward. Governors are very supportive of the school and kept well informed by the headteacher. They make effective use of their individual expertise, but are not systematically holding the school to account and challenging underperformance. Nonetheless, the improvements made so far show that the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise pupils' attainment further and ensure consistently good progress by:
 - improving teaching and learning to a consistently good level
 - making more precise use of assessment to plan lessons, ensuring that there is always sufficient challenge
 - ensuring that the headteacher and senior team monitor teaching and learning with sufficient rigour and precision to inform planning for improvement
 - using the outcomes of monitoring to prioritise and drive improvements at a good rate
 - setting easily measurable targets for pupils' attainment and progress in the school development plan so that governors can hold the school to account and, where necessary, challenge areas of underachievement.
- Develop stronger links with the on-site pre-school in order to share common practice, for example in developing children's early communication, literacy and numeracy skills.
- About 40% of the 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**

Current attainment in Year 2 and Year 6 is broadly average. In lessons seen, the large majority of pupils made at least satisfactory progress. In the mathematics groups in Years 5 and 6, pupils of all abilities made good progress because the work set for them was carefully tailored to their individual needs and abilities. In contrast, in a few lessons, small groups of pupils consolidated their learning but did not achieve as well as they could because work was insufficiently challenging. Proficient teaching assistants provide sensitive support for pupils who need extra help with their learning, and this helps them to make sound progress and develop good self-esteem. Physically disabled pupils are fully included in the life and work of the school. They thoroughly enjoy school and make good progress. Pupils at the early stages of learning to speak English make sound progress and have good support from their classmates.

Pupils say they enjoy coming to school, like their teachers and like being with their friends. They say they feel very safe and are very confident that if they have any

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concerns, any member of staff will help them. Pupils new to the school say that they soon make 'loads of friends'.

Pupils contribute significantly to the caring ethos of the school and enjoy the responsibility of being members of the school council and 'making a difference' by what they do. They enjoy physical activities immensely. Most belong to a school sports club and can talk at length about what constitutes a healthy diet.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

Teachers manage their classes well so that pupils are keen to work hard. They make good use of their interactive whiteboards to reinforce learning. In good and outstanding lessons, there is a high level of challenge and productive balance between teachers talking and giving pupils time to work. These lessons move at a brisk pace. More typically, however, the pace is slower and extra adults are not always deployed efficiently to ensure pupils make optimum progress. Teachers are beginning to use precise assessment to plan future lessons but this new type of assessment is not fully embedded across the school. Pupils' work is marked but there is inconsistency in the

¹ 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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usefulness of this marking in helping pupils understand what they have to do to improve.

The curriculum provides a good balance of relevant and interesting themes which are further enriched by a good range of visits. Opportunities for pupils to use and develop their information and communication technology (ICT) skills are included in curriculum planning, for example through internet research. French is taught throughout the school. Sports partnerships have a significant impact on pupils' high levels of sporting skills and their willing participation and success in a range of competitive sports.

Pupils are known well by all staff, and any unhappiness or difficulty in learning is quickly noted and appropriate strategies put in place. Support for pupils with a high level of need is good and ensures that they are fully included in all the school has to offer. Overall support for pupils with special educational needs and/or disabilities is satisfactory. The school is reorganising its system for tracking these pupils' progress. Currently, it is difficult for staff to note if progress is good enough.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and governors are keen to promote a welcoming and inclusive school where pupils develop as responsible young people and feel safe. In these respects the school is very successful. The school's links with parents and carers are productive, especially in supporting homework. The senior team undertake a programme of lesson observations and looking at pupils' work. However, this monitoring has not been rigorous enough to enable the team to reflect on their findings and prioritise areas to accelerate pupils' progress and raise standards. School development planning is comprehensive and very clearly focused on ensuring that pupils enjoy school and have interesting learning opportunities. This planning recognises that pupils' progress needs to improve, but does not include crystal clear targets against which the school can easily measure its success. Recent initiatives such as termly progress meetings with class teachers are beginning to have a good impact and have halted underachievement. Equality of opportunity is promoted well, especially for physically disabled pupils. A range of groups led by teaching assistants provides support for pupils needing a little extra help to catch up, and identified gifted and talented pupils have opportunities to work with others when joint activities are planned with nearby schools.

The school promotes community cohesion within its own and local community very

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successfully. It has not yet done enough to develop wider links across the United Kingdom, but plans to do so are well in hand. Safeguarding procedures are good, updated regularly and known by all.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3

Early Years Foundation Stage

Both classes in the Early Years Foundation Stage provide a secure and welcoming environment so children settle quickly and happily into school. Relationships are excellent. Staff look after children with great care and attention and children feel safe. Children's skills are below those typically found when they enter the school, particularly in communication, language and literacy, but they make good progress across all the areas of learning. They soon develop very positive attitudes to learning and outstanding behaviour. Children work very well independently and in groups, happy to initiate conversations with adults about what they are doing. These qualities, together with the secure progress they make in learning letter sounds, prepare them well for their start in Year 1.

Teaching is good and children love learning because they are provided with a good range of opportunities to explore and discover for themselves. Adults work well together and make careful observations of what children can do, planning work that is matched closely to their interests and learning needs. There is a sound balance between activities directed by adults and those chosen by children. The development of language skills and extending vocabulary is given a high priority. The accomplished teaching of letter sounds and how to use these to read and spell is leading to particularly good progress in

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these areas. Parents are welcomed warmly into school. They are helped and encouraged to contribute to their children's learning. Links with pre-schools are good in ensuring a smooth start to school but are underdeveloped in terms of liaising about common practice, for example in developing early communication, literacy and numeracy skills.

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 and carers hold very positive views about the school. A very small number shared their reservations about one area of the school's work: helping their child to make enough progress. Inspectors found that pupils make satisfactory progress overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Engaines 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	61	50	37	2	1	1	1
The school keeps my child safe	100	74	35	26	0	0	0	0
The school informs me about my child's progress	94	70	37	27	2	1	1	1
My child is making enough progress at this school	83	61	47	35	4	3	0	0
The teaching is good at this school	92	68	40	30	2	1	0	0
The school helps me to support my child's learning	90	67	41	30	2	1	0	0
The school helps my child to have a healthy lifestyle	85	63	50	37	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)	91	67	36	27	2	1	0	0
The school meets my child's particular needs	84	62	42	31	2	1	0	0
The school deals effectively with unacceptable behaviour	97	72	35	26	1	1	2	1
The school takes account of my suggestions and concerns	83	61	43	32	4	3	0	0
The school is led and managed effectively	96	71	35	26	2	1	0	0
Overall, I am happy with my child's experience at this school	108	80	25	19	0	0	1	1

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.



1 June 2010

Dear Children

Inspection of Engaines Primary School, Clacton-on-Sea, CO16 9PH

Thank you for welcoming us to your school and for sharing your thoughts and ideas about it. This helped us to make our judgements about your school, which is providing you with a satisfactory education. These are the things we liked best:

- you all enjoy school very much and feel happy and safe
- you make good progress in Reception
- your behaviour is good and you work and play together very happily, especially in the outstanding breakfast club
- the school's leaders want your school to become even better
- you are well looked after, particularly those of you who have particular needs
- the school works effectively with your parents and special helpers to make sure your education is successful.

We think there are some key areas where the school can improve. We have asked your headteacher to:

- help you to make faster progress across Years 1 to 6
- make sure that teaching is always at least good, especially for those of you who can learn quickly
- work with senior teachers to check on the school's work even more carefully, so they can pick out what needs to be done to help you make better progress
- make sure the pre-school knows all about how the youngest children are taught, so they can help you to make an even better start at school.

You already make a good contribution to the life of the school. You are positive about learning and we were impressed with your good manners and how welcoming you are to visitors. We hope you will keep this up!

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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