

# Edwards Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	134861
<b>Local Authority</b>	Southend-on-Sea
<b>Inspection number</b>	341547
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	Heather Weston HMI

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>	378
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maureen Edwards
<b>Headteacher</b>	Mrs Linda Wells
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Mcmurdo Road Leigh-on-Sea Essex
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 19 lessons, and held meetings with governors and staff and met informally with groups of parents. They observed the school's work, and looked at a range of documentation including the school development plan, governing body minutes, school assessment data, the school's monitoring records, pupil and staff questionnaires and 92 parent questionnaires.

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

- why boys attain lower standards than girls at both Key Stage 1 and Key Stage 2 and how effectively the school is addressing this issue.
- why pupils on the school action stage of the special education needs list and looked after children performed significantly less well than other pupils in 2009
- the progress of more able pupils in mathematics
- how well the systems regarding leadership and management are established to support forthcoming changes in leadership and ensure the school has good capacity to improve

## Information about the school

The school is larger than most primary schools. The proportion of pupils eligible for free school meals is low as is the proportion of pupils from minority ethnic groups. A few pupils speak English as an additional language, very few of whom are at the early stages of learning English. The number of pupils with special educational needs and/or disabilities is broadly average, although the number with a statement of special education needs is slightly above average.

Due to a fall in the school population in the local area, the school has reduced in size. As a result, the school experienced a reduction in staff numbers in August 2008, including one of the two deputy headteachers.

The school has National Healthy School status and the Sports Active Mark.

**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?**

**4**

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

**4**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management in terms of its effectiveness in driving improvement, including the improvement of teaching and learning, and in the use of assessment to support learning.

Insufficient attention has been paid to the need to either maintain or improve the quality of teaching in Key Stage 2. Until a year ago, appropriate expectation and effective monitoring had ensured that the quality of teaching in Key Stage 2 was at least satisfactory. This process is no longer effective and although the quality of teaching is satisfactory across the school overall, there is some inadequate teaching in Key Stage 2 because the monitoring of teaching and learning by senior leaders has not addressed this decline. Subject leaders have had too little opportunity to monitor their areas of responsibility. Despite the weaknesses evident within Key Stage 2 teaching is almost always good in other areas in the school, particularly within the Early Years Foundation Stage and in Key Stage 1. In these key stages, work is motivating and pupils make good progress.

The quality of teachers' assessment varies considerably across the school, with some which is good and carried out regularly and some which is at best sporadic. Formal assessments are carried out in order to inform meetings to discuss pupil progress. In these meetings data is analysed carefully to identify those pupils who are falling behind and action taken does enhance pupils' progress. However, as lesson planning often fails to identify expected learning and is not sufficiently matched to pupils' needs, support staff are not always well directed in lessons. Marking and the use of individual pupil targets do not give pupils enough information about how to improve their work. Some good practice is evident, but overall marking gives pupils insufficient guidance. Senior leaders have a clear vision of what needs to be improved. Some developments, such as the emphasis on planning approaches, aimed at motivating boys to raise the standard of their work, are effective in some classes. Overall, however, the improvement process lacks rigour. As a result the school has insufficient capacity to improve at the leadership level.

Outcomes at the end of Key Stage 2 have been above average for some years, particularly in mathematics. Current standards, shown in the school's tracking data and in pupils work are broadly average overall, but below average in Key Stage 2 in writing. Overall progress from when pupils enter the school to when they leave is satisfactory,

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although progress in writing is currently too slow. The school relies on the effectiveness of intervention and support to ensure all pupils make satisfactory progress by the time they leave the school. The performance of boys is below that of girls particularly in English.

Pupils' behaviour is satisfactory. Some parents do however have concerns about the inappropriate behaviour of a small number of pupils and about the way behaviour is managed. These concerns are shared by some pupils and some staff. Where teaching is weaker, there is inappropriate behaviour. Approaches that would improve the management of behaviour are not used effectively by all teachers.

Pupils attend well and are very aware of the importance of healthy lifestyles, of taking exercise and having a healthy diet. They understand and follow the school's clear procedures regarding healthy snacks. There is good provision for sporting activities, and the school supports the Bikeability Award Scheme.

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

- Improve leadership and management by:
  - improving the rigour and impact of monitoring processes by leaders and governors
  - ensuring that leaders' monitoring of lessons leads to improved teaching and learning
- Enable teaching and learning to raise standards and promote progress by:
  - improving consistency in the use of assessment procedures and data to match learning to pupils' needs
  - ensuring that clear learning outcomes are planned for each lesson so that different groups of pupils know exactly what they are learning
  - ensuring marking and the use of targets enable all pupils to improve their work
- Ensure agreed behaviour management strategies are used consistently and effectively by all staff.

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

Children's attainment when they join the school is broadly in line with national expectations. Pupils make good progress from their starting points on entry to the end of Key Stage 1, and in 2009 reached standards which were slightly above average. Progress throughout Key Stage 2 is satisfactory and standards reached by pupils at the end of Year 6 in national tests in 2009 were above average in mathematics and slightly above average in English and science, with girls outperforming boys. However standards are variable throughout the school and a review of current pupils' work demonstrated that whilst standards in mathematics are average, they are below average in English and science. The quality of learning and rates of progress vary. More able pupils are often not given sufficient challenge.

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Pupils in some classes show enthusiasm for their learning because activities are interesting whereas in others pupils are unmotivated and bored because expectations are too low or activities are too easy. The progress of pupils with special educational needs and/or disabilities also varies according to their level of need and their year group, but is satisfactory overall.

Most pupils enjoy school. They say that they feel safe, know what to do if they have any concerns and are confident that the school will then take action. They have a good understanding of how to keep themselves safe and of internet safety. Pupils take pride in becoming members of the well-organised school council, which recently played a part in the appointment of a new headteacher who will take up this role in April 2010. Other pupils take the opportunity to become play leaders and house captains and understand the importance of these roles. They are enthusiastic about their contributions to fund-raising projects and about their pen-pal links with French children. Pupils' spiritual, moral, social and cultural development is satisfactory. The curriculum promotes awareness and celebrates diversity through studies of different beliefs, religions and cultures.

*These are the grades for pupils' outcomes*

<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	3
<b>The extent to which pupils feel safe</b>	<b>3</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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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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## How effective is the provision?

Where teaching is good, pupils have good relationships with each other and with adults. Activities, such as weighing Santa's presents or his reindeers' food, are interesting and well matched to pupils' needs and pupils know what they are expected to learn. Individual targets ensure pupils know how to take the next step in their learning. In a few classes this is further enhanced by teachers marking, which lets them know how they can improve their work. Expectations regarding the quality and quantity of work and also regarding expected behaviour are good. However, where teaching is satisfactory or weaker, pupils do not know what they are expected to learn and marking and the use of assessment do not lead to improvement. In the worst lessons expectations are too low. Behaviour management is not sufficiently effective and the quality and quantity of pupils' work is not acceptable in these lessons.

The curriculum has some good features. One of these features is that subjects are linked well. Where teaching is effective, this enables pupils to develop key skills in a motivating context. However, weaknesses in lesson planning reduce the impact of the curriculum in those lessons which are satisfactory or inadequate. Visits and visitors enhance the curriculum. Pupils can extend their skills, particularly their physical skills through the wide range of clubs provided. The use of a programme to develop pupils' social and emotional skills promotes the use of appropriate language to express feelings and circle time provides good opportunities for pupils to express their concerns.

The school has a good number of teaching assistants who work hard to support individuals and groups. Many of them have developed particular skills for example in relation to anger management. Effective and timely action is taken to support pupils with barriers to their learning and the school works well with other agencies. However, important activities such as play therapy and anger management are arranged but not clearly planned with distinct objectives for individual pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	<b>4</b>
<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>3</b>

## How effective are leadership and management?

Leadership is currently inadequate. Senior leadership is undergoing a period of change with the forthcoming retirement of both the headteacher and the deputy headteacher. A new headteacher has been appointed but not yet taken up post and the local authority is supporting interim arrangements for the deputy headteachers' role. Senior leaders

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have ensured that provision is largely good in the Early Years Foundation Stage and in Key Stage 1. They have also managed the difficult issue of staff reduction well. However, despite a clear and well-focused development plan, improving the use of assessment, the quality of lesson planning and the quality of marking since the last inspection has been too slow. There has been insufficient impact of action taken across the whole school. Teaching is no longer satisfactory in some classes. Governors have re-organised their responsibilities in order to monitor provision more closely but have not resolved the weaknesses in teaching. Despite this, they do however provide a satisfactory level of support and challenge. They are rigorous in their action to ensure that pupils and staff are safe and that safeguarding procedures are fully met. Governors have monitored the standard of behaviour in the school and are aware of the concerns of a number of parents. However they have not as yet ensured that the school canvasses the views of all parents to assess the level of concern. Engagement with the majority of parents is satisfactory and the school keeps parents well informed through weekly newsletters and timely letters regarding specific issues. In addition the school provides courses for parents to enable them to help their children more effectively. The school's promotion of equal opportunity and the tackling of discrimination is satisfactory. Action is taken to ensure that pupils make satisfactory progress, although this is not consistent throughout the school. The duty to promote community cohesion is satisfactorily met. Links with the local community are strengthened by the extended school partnership. The school sponsors a child in Uganda, promotes religious awareness and has contacts with schools in France and the United States of America.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

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## Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage are good. Children enjoy their first year at school and most make good progress. Strong links are in place with the majority of parents, who feel included in their child's education. Children form good relationships with each other and with adults. Behaviour is good and well managed and so children engage well in their learning. Both leadership and the quality of provision are good. Staff have a strong team ethos and a shared sense of purpose and commitment. Adults have a good knowledge of their pupils and the use of assessment is effective. Activities are well planned, but responsive to the interests of the children. Resources are attractive and stimulating, and the outside area is used well to support all areas of learning.

*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

Most parents are happy with their children's experience at the school. However, a minority of parents who responded to the questionnaire feel that the school does not deal effectively with behaviour problems. Inspectors agree that inappropriate behaviour is not always addressed effectively by all teachers, but saw no evidence of serious misdemeanours during the inspection. A small minority of parents also feel that the school is not led and managed effectively and that the school does not take sufficient account of their suggestions and concerns. Inspectors found that, although some teachers do not take sufficient account of parents' suggestions and concerns, senior leaders do respond appropriately to issues that are brought to their attention.

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

Ofsted invited all the registered parents and carers of pupils registered at Edwards Hall 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 inspector received 92 completed questionnaires by the end of the on-site inspection, of which 86 were analysed. The 6 questionnaires received after the analysis had been carried out reflected the balance of views set out below. In total, there are 378 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	55	34	40	4	5	0	0
The school keeps my child safe	40	47	41	48	3	3	1	1
The school informs me about my child's progress	35	41	41	48	8	9	1	1
My child is making enough progress at this school	34	40	41	48	9	10	1	1
The teaching is good at this school	36	42	40	47	6	7	2	2
The school helps me to support my child's learning	36	42	40	47	5	6	1	1
The school helps my child to have a healthy lifestyle	34	40	48	56	3	3	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)	32	37	43	50	4	5	1	1
The school meets my child's particular needs	33	38	39	45	8	9	3	3
The school deals effectively with unacceptable behaviour	18	21	32	37	20	23	11	13
The school takes account of my suggestions and concerns	20	23	42	49	16	19	1	1
The school is led and managed effectively	28	33	37	43	13	15	4	5
Overall, I am happy with my child's experience at this school	38	44	36	42	9	10	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



10 December 2009

Dear Pupils,

Inspection of Edwards Hall Primary School, Leigh-on-Sea, Essex, SS9 5AQ

Thank you for making us welcome when we visited your school recently, for talking to us and showing us your work. We were really disappointed that we were not able to watch your concerts! We could see that you enjoy school and know that you attend well. We also saw that many of you work hard and are polite and sensible. However some of you do not always behave well when lessons do not interest you.

We think your school needs additional help. Although staff help you make satisfactory progress, you could make much better progress if teachers planned your activities in lessons more carefully so that your work is more challenging. We think your headteacher, teachers and governors could help by making sure that they check more carefully how well you are taught. Because of this you will have a visit from another inspector. To help you make better progress we have asked the governors and staff to make sure that:

- all your lessons enable you to make at least good progress
- your work is neither too easy nor too hard
- you know exactly what you are learning in your lessons
- you know how you can improve your work by, for example, letting you know when marking your work how to make it even better and by using the targets in your books regularly
- all adults use the same ways of managing your behaviour.

You can all help by continuing to attend regularly, and by working hard. We feel that you can also help by always presenting your work well, and by always behaving well.

Yours sincerely,

Heather Weston

Her Majesty's Inspector

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