

Chafford Hundred Primary School

Inspection report

Unique Reference Number	132181
Local Authority	Thurrock
Inspection number	354333
Inspection dates	13–14 May 2010
Reporting inspector	Nichola Perry

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair	Tunde Ojetola
Headteacher	Michael Lovett
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by four additional inspectors. Eleven teachers were observed in 18 sessions. Meetings were held with the headteacher and senior leaders, the inclusion leader, the Chair of Governors, the Office Manager, staff and groups of pupils. Inspectors spoke to parents, observed the school's work and looked at pupils' books and displays, and at documentation, including the school development plan, the self-evaluation form, assessments, records of pupils' progress, teachers' planning, safeguarding and welfare arrangements. Inspectors scrutinised 162 parents' and carers' questionnaires.

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

- the effect of the school's self-evaluation and whether assessment and monitoring arrangements are helping to raise attainment for all pupils
- whether teaching is providing sufficient challenge for all pupils and the quality of teachers' feedback so that pupils are clear about how they can improve
- whether the curriculum is sufficiently motivating for all pupils, especially boys.

Information about the school

This is a very large primary school. The school has expanded from its initial one form entry to its current size, necessitating extensions to the original building and significant changes in staffing. The make-up of the school has changed significantly since the last inspection so that almost half of the pupils now come from minority ethnic groups, a small number of whom are currently at an early stage of learning English. The proportion of pupils eligible for free school meals is low. The percentage of pupils with special education needs and/or disabilities is average. The percentage of pupils with statements for their special educational needs is significantly higher than found nationally. The school shares the site with the local high school where there is a privately managed childcare provision, inspected separately.

The school has been awarded the Financial Management Standard in School, International School Award (Intermediate Level), healthy Schools Award, Activemark and Basic Skills 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?

3

The school's capacity for sustained improvement

3

Main findings

Chafford Hundred is a satisfactory school. It is improving steadily and has some good features. The headteacher and the deputy headteacher supported, by other senior leaders, have succeeded in steering the school through a period of very significant staffing changes and disruption over the last three years. The entire school community is now committed to rapidly improving all aspects of pupils' learning and personal development. Behaviour is now good, and some of it is exemplary. Relationships throughout the school are good and pupils enjoy coming to school so that attendance has risen and is now above average. Pupils in all groups know that they are valued and treated with respect as individuals. Pupils are polite, get on well and work together harmoniously. They are very accepting of others who are different from themselves and thoughtful towards those who are less fortunate than themselves. Pupils are proud of their school and are thrilled when they, or others, achieve well. They show good knowledge about how to keep safe and why they need a balanced diet and plenty of regular exercise. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their moral and social awareness is good due to the high emphasis on these aspects throughout the school and through the curriculum. A start has been made on developing pupils' awareness of the multi-cultural make-up of the United Kingdom and that in the wider world but there is more still to do. The good quality of care, guidance and support offered to pupils, and in some cases their families, is a strength. These aspects both contribute to the calm and purposeful atmosphere which pervades the school. A good partnership exists between the school and most parents and carers with the large majority being pleased with what the school offers their children, especially those entering the Nursery and Reception classes. The newly formed governing body is very supportive of the school. Governors are developing their knowledge of the school's strengths and weaknesses well through ongoing training and the good guidance of the chair of the governing body.

Teaching is satisfactory overall, and sometimes better, with clear signs of improvement. This, along with the new activity-based curriculum, has motivated pupils in all groups to become positive learners, especially boys, so that all pupils make at least satisfactory progress and good progress in Year 6. Overall achievement is satisfactory and attainment at the end of Years 2 and 6 is broadly average. Assessment is used increasingly effectively by class teachers to help them plan activities which focus more precisely on pupils' individual needs. However, there are still examples where the focus of what pupils are expected to learn is confused with the activity itself. This leads to pupils not always being clear about what it is they are learning. Ongoing feedback to pupils in lessons and marking are generally effective in informing pupils how well they

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are performing and how they can improve.

Although newer members of the leadership team have yet to develop their skills as leaders, the school accurately evaluates its performance. Focused development planning highlights key priorities for the school which are leading to improved practice and better outcomes for pupils. There has been satisfactory improvement on issues highlighted at the previous inspection. Together, with the entire school community's determination to recover from an unsettled period and move the school forward, this demonstrates that the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- – Increase the rate at which all pupils make progress by:
 - increasing the proportion of good and outstanding teaching
 - developing the leadership skills of all leaders to those of the best
 - ensuring pupils are clear about what they are expected to learn in lessons.
- Extend opportunities for pupils to understand and experience the rich cultural diversity of the United Kingdom and the wider world.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next inspection.

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

Attainment by the end of Year 2 has been broadly average over several years, although standards improved in 2008 in all subjects. Pupils' work and school assessments show that attainment in the current Year 2 is broadly in line with national standards in all three subjects. Attainment in writing shows that pupils are making better than expected progress. Attainment by the end of Year 6 has shown a declining trend in all subjects over the past three years. The marked dip in mathematics in 2008 was rectified in 2009 as a result of effective assessment systems being introduced alongside focused interventions to bring about improvement. Pupils' work and school assessments show that the current Year 6, in spite of high numbers of pupils having significant barriers to learning, is making at least expected progress. Across the school, improvements in teaching have led to a pupils making better progress following a period when the pace of learning slowed, particularly in Years 3 to 6. Pupils' attainment and progress is now carefully monitored in all year groups and the information it provides is used well to set challenging targets to ensure all pupils improve. Although boys achieved less well than girls in the 2009 assessments, no differences were seen in lessons between any groups' performance. In all lessons, focused teaching and support for learning helps pupils with special educational needs and/or disabilities and those who are learning to speak English to make satisfactory progress. There are effective arrangements to help pupils who enter the school late in the year settle quickly and make appropriate progress.

Pupils gain important skills when they learn how democracy operates, such as through

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the work of the school council. In-depth discussions in lessons, provides a further effective forum for pupils to share their views. Pupils learn increasingly well how to take on additional responsibilities, for example, they take pride in acting as helpers in class and around the school. Pupils speak knowledgeably about religions, faiths and cultures that are different from their own, particularly those within the school community. Contribution to the community is satisfactory when they identify and support a range of national and international charities. Although pupils' personal skills are well developed, the satisfactory progress pupils make in literacy, numeracy and information and communication technology means they are satisfactorily prepared for the next stage of their education.

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	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?

Significant improvements in teaching over the last two years are already making a difference to pupils' achievement across all aspects of their learning and development, although this has yet to have a major effect on the end of key stage assessments. Attitudes to learning are very positive and pupils are well motivated by 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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activity-based style of learning provided by the improved curriculum. The strong focus on basic skills in literacy, numeracy and information and communication technology across all subjects is helping pupils in all groups learn more effectively, especially in their writing. There is particularly good emphasis on speaking and listening through activities involving drama and role-play. This, along with activities which are more relevant to their own experiences, is contributing well to pupils' good personal development and their knowledge and understanding of the world. Good use of the local and wider communities enriches and extends pupils' learning, for example, through the local cluster of schools, pupils have access to a range of out-of-school clubs and activities, such as basketball and trampolining.

Pupils' pastoral needs are met well from the day they start in the Nursery. Parents are delighted with how quickly their children settle and how happy they are. Good use is made of all external professional agencies to support a wide range of pupils' needs, ensuring no group is disadvantaged. The school offers good support to pupils and their families whose circumstances make them vulnerable and parents speak highly of this support. They feel confident that the school will help them to access the help they need so that their children's social, emotional and learning needs can be supported.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has maintained a calm and caring oasis for pupils and adults throughout recent changes to the school's intake and staffing difficulties. Although the speed at which the school has been able to move forward has been restricted as a result, the commitment of adults now working in the school has minimised the impact this has had on the school. Staff and the governing body share a strong vision for the future of the school and are playing their part in achieving it. Development planning is well focused on pupils' social, emotional and academic development and the process increasingly involves new leaders and members of the governing body as their own skills develop. Colleagues work well together as a team across the school with stronger members supporting new staff effectively in their professional development. Extremely rigorous monitoring of teaching is leading to significant improvements across the school. Governance is developing. Members of the governing body know the school and are clear about the way forward. They are determined to become really effective. They ensure safeguarding, child protection procedures and training requirements are met and

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that systematic records of staffing checks are maintained.

Leadership is ensuring that pupils are making a good start in developing their awareness of the wider world. They learn about diversity through involvement in a wider range of celebrations from other faiths such as Eid, Diwali, as well as those within their own cultures. Initial contacts have been established with schools in Australia, South Africa and Scotland.

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	3
The effectiveness of safeguarding procedures	3
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

Children get off to a good start in the Nursery. They enter school with knowledge and understanding broadly in line with the expectations for their age and quickly become happy, confident and independent learners. They make satisfactory progress, entering Year 1 with standards close to those expected. Good teaching in the Nursery and satisfactory teaching in the Reception classes places strong emphasis on learning through practical activities and increasingly focuses on developing children's thinking and imaginative skills. This is ensuring the effective development of basic skills. A strong focus on role play, speaking and listening is helping children to develop good social skills. Activities, including those outside, provide satisfactory opportunities for pupils to make decisions about their own learning and development. There is appropriate balance between adult-led activities and those children select. Behaviour is good overall, and excellent in the Nursery, because adults have high expectations of children. Skilled use of questioning extends children's creativity, particularly in the Nursery.

Leadership is steadily bringing about improvements in teaching. Thorough and accurate

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assessment ensures that adults know each child's stages of development well. This helps them plan appropriate activities. Children's welfare is supported well so that personal development is good and provides a secure base for their future learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost a third of parents returned a questionnaire. A large majority of parents are positive about all aspects of the school. A small minority expressed concerns about the number of staff changes over the last couple of years, the significant increase in numbers of pupils and subsequent loss of space. Parents also indicated concerns about behaviour, bullying and leadership of the school. Inspectors spoke to many parents on both days of the inspection, the majority of whom were very supportive of the school and its leadership. Staffing is now more stable, although inspectors have identified the need to improve the leadership skills of a minority of staff. The many children spoken to feel safe and consider behaviour to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chafford Hundred 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 504 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	59	64	40	3	2	0	0
The school keeps my child safe	75	46	77	48	8	5	2	1
The school informs me about my child's progress	64	40	87	54	10	6	1	1
My child is making enough progress at this school	66	41	78	48	14	9	3	2
The teaching is good at this school	73	45	78	48	8	5	2	1
The school helps me to support my child's learning	68	42	76	47	17	10	1	1
The school helps my child to have a healthy lifestyle	59	36	88	54	9	6	4	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)	38	23	89	55	14	9	1	1
The school meets my child's particular needs	56	35	88	54	12	7	1	1
The school deals effectively with unacceptable behaviour	51	31	74	46	21	13	12	7
The school takes account of my suggestions and concerns	43	27	80	49	20	12	11	7
The school is led and managed effectively	52	32	66	41	27	17	11	7
Overall, I am happy with my child's experience at this school	68	42	78	48	9	6	4	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

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.



17 May 2010

Dear Pupils

Inspection of Chafford Hundred Primary School, Grays, RM16 6SA

The other inspectors and I really enjoyed visiting your school and talking to lots of you during our recent visit. Thank you very much for helping us find out about your school. We think you go to a lovely school which is a happy and friendly place. There are lots of good things about it.

You thoroughly enjoy school and your attendance is good.

You behave really well.

All the adults care about you and support you well. They listen to you so that you feel very safe in school.

You all try hard and make satisfactory progress in your work.

Your headteacher and senior teachers have good ideas about how to improve your school.

Your school gets on well with your parents and other people who can help you learn.

We have asked your headteacher and the other teachers to look at how they can make things better. The most important things are:

To get even better at teaching you in lessons, particularly by making sure you all understand your learning objectives at the start of every lesson.

Ensuring all the senior teachers learn more about how they can improve your school further.

You can help by continuing to come to school every day, listening carefully to your teachers and asking questions if you are unsure about what you are meant to be learning

Yours sincerely

Nichola Perry

Lead Inspector

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