

# William Read Primary School

Long Road, Canvey Island, SS8 0JE

**Inspection dates** 3–4 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher is ambitious for the pupils to succeed and works well with leaders and governors to tackle areas for improvement. As a result, the quality of teaching and pupils' progress have improved.
- The governing body makes a good contribution to the school's work. Governors now question effectively how well the school performs.
- Teaching and leadership in Reception are good. Children settle quickly and enjoy a good start to their education.
- Teaching is good across the school and pupils achieve well in most subjects, particularly reading, writing and mathematics.
- Pupils behave well and take responsibility seriously through their various roles in the school council, junior leadership team and as play leaders and Eco Champions.
- Pupils who have special educational needs receive effective support for their emotional and academic needs. This enables them to make good progress, especially in reading.
- Pupils feel safe in school and relationships between pupils and staff are positive.
- Teachers' planning motivates pupils and captures their interests so they are keen and enthusiastic to learn.

### It is not yet an outstanding school because

- Due in part to changes in staff, marking is not yet consistently helpful across the school. Sometimes teachers do not mark work accurately.
- Pupils' progress in other subjects is not tracked as effectively as it is in English and mathematics.
- Although the school works effectively to raise the attendance of most groups, leaders do not monitor the absence of pupils who are supported by the pupil premium. Their absence rates are higher than those of others in the school.

## Information about this inspection

- Inspectors observed teaching in 26 lessons, six of which were jointly observed with the headteacher or deputy headteacher.
- Inspectors met with the headteacher, other leaders and teachers, pupils, seven members of the parent council and the Chair of the Governing Body.
- They held discussions with a representative of the local authority.
- Inspectors examined a range of documents, including a summary of the school’s self-evaluation and development plan, policies aimed at keeping pupils safe, and information about the management of teachers’ performance.
- The views of 30 parents and carers were analysed through their responses recorded on the Parent View website. Inspectors also spoke with parents during the inspection.
- Inspectors considered the views expressed by the 40 staff who returned a questionnaire.
- Inspectors also listened to pupils read in Year 2.

## Inspection team

Kelly Stock, Lead inspector	Additional Inspector
Keith Williams	Additional Inspector
Jane Ladner	Additional Inspector
Helen Bailey	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are White British.
- Children in the early years attend school full-time.
- The proportion of disabled pupils and those who have special educational needs, at approximately a tenth, is below average.
- Almost four in ten pupils are supported by the pupil premium, which provides funding to help disadvantaged pupils who are known to be eligible for free school meals or looked after by the local authority. This proportion is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Make sure teachers' marking across the school is consistently helpful and accurate.
- Monitor pupils' progress in other subjects as effectively as in English and mathematics, so that any weaknesses can promptly be picked up and addressed.
- Close the gap between the absence of pupils who are supported by the pupil premium and others in the school by monitoring their attendance and acting swiftly to bring about improvements.

## Inspection judgements

### The leadership and management are good

- The local authority says that the headteacher is 'dedicated to secure the best outcomes for the children'. Despite the turnover in staff, her strong vision for the school has led to all staff having a common sense of purpose to improve, which contributes to rising standards of behaviour and teaching. She has developed effective links with outstanding schools in the local area and further afield to identify best practice. As a result of these initiatives, the school promotes equality of opportunity well and tackles any discrimination effectively.
- The school has employed two deputies and leadership is now distributed across the school. They have worked hard to introduce new initiatives to engage parents and improve the curriculum. For example, achieving Forest School status reflects the success of outdoor learning to extend classroom skills.
- Subject leaders monitor pupils' progress in English and mathematics effectively. They have enhanced the curriculum to raise standards in teaching and learning, for example through 'Maths week' and inviting authors to the school.
- The teaching of topics such as science, religious education and history is good. However, the monitoring of how well pupils are learning is not always as effective as in English and mathematics. It is hampered in some year groups because pupils' topic work can be found in their literacy books, at the front and back of topic books and on displays depending on the teacher. In Year 4, teachers use the topic books consistently to record all pupils' work in these subjects. As a result progress is easily monitored, and any weaknesses can be quickly identified and addressed.
- The leader for disabled pupils and those who have special educational needs is particularly effective and consequently provision for these pupils is strong. Parents say they appreciate the work the school does in helping their children enjoy and succeed at school.
- Newly qualified teachers say they are well supported and school records show the headteacher is effective in providing a range of guidance to enable all teachers, new and experienced, to improve their teaching.
- The Reception leader is highly effective. Parents appreciate the new electronic learning journals, and say they feel much more involved in their children's learning and progress.
- The curriculum is good and pupils are given frequent opportunities to develop their social, moral, spiritual and cultural awareness, as well as preparing for life in modern Britain, through assemblies, lessons and school trips. Pupils also enjoy also a good range of clubs and after-school activities.
- The majority of parents, carers and staff are positive about the school. Parents say the new text system makes communication much easier and quicker.
- The school uses the primary sports funding effectively. Staff and pupils have access to quality specialist sports teachers from secondary schools, and links with Southend Football club ensure pupils are able to enjoy a range of sports and compete in local competitions.
- The governing body carefully monitors the spending of pupil premium funding and the progress of disadvantaged pupils, to ensure it is improving their achievement. However, it does not yet monitor the attendance of these pupils, which is lower than that of others in the school.
- The local authority has provided good support, particularly in identifying areas of strength and priorities for improvement.
- **The governance of the school:**
  - Governance is effective and has improved since the last inspection. Governors are now confident to

question the headteacher about the performance of staff and pupils. The chair of governors works closely with the headteacher and has a good understanding of the school's strengths and improvement priorities, particularly in terms of raising standards in teaching. The performance of the headteacher is managed rigorously and teachers do not receive pay increases unless they meet their targets.

- Governors have a good understanding of the school's funding and regularly check they are securing good value for money. They know how the additional funding for school sports and funding for disadvantaged pupils is being spent and check it is helping to raise participation and attainment.
- The governors ensure that the school meets all safeguarding requirements, and they are effective.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. This is equally true in lessons and around the school. Pupils and parents say behaviour has improved in the last few years and speak positively about initiatives such as 'Friends against bullies' and 'Circle of friends' which tackle bullying. Pupils enjoy their learning and are enthusiastic about their work.
- Pupils who join the school late settle quickly. Pupils whose circumstances make them vulnerable and those who have more complex needs are supported well so that they behave well and make good progress, whatever their starting points.
- Pupils take on responsibility with pride; there take on a range of roles from the head boy and girl, the junior leadership team, prefects, play leaders and Eco-Champions. Pupils say they are listened to and their ideas are taken on board, such as organising fund-raising events and introducing the mobile library.
- Teachers and teaching assistants use the behaviour policy consistently well. Pupils say they value the rewards system.
- The school has introduced effective strategies to improve attendance and recent initiatives are already making a difference to a number of families with previously low attendance. The overall attendance rate is rising but not among all groups of pupils, in particular disadvantaged pupils.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils feel safe and know who to go to with any concerns.
- Pupils say bullying is rare and when it does happen it is dealt with quickly. They have a good understanding of the different types of bullying and speak articulately of the need to treat everyone equally in the community regardless of 'religion, culture or accent'.
- Pupils have a good understanding of how the school keeps them safe and are confident in knowing how to keep themselves safe on the internet.

## **The quality of teaching** is good

- Teaching is good across the school. Where learning is most effective, teachers show high expectations and good subject knowledge, and know when to intervene and provide support to individuals. Teachers are also confident in dealing with pupils who sometimes struggle to behave well, so they are able fully to participate in the learning.
- The relationships between pupils and staff are positive. Teachers plan activities that capture the pupils' interests, particularly boys, and so pupils are enthusiastic to take part and are able to concentrate for long periods of time. Teachers' careful questions encourage pupils to think about their learning.
- The plentiful teaching assistants provide good support in lessons, particularly for disabled pupils and those

who have special educational needs. Teachers and teaching assistants correct pupils' spoken and written English and quickly spot pupils who are not clear about what they need to do or are struggling. Just occasionally, the high number of adults in the classroom means that pupils get too much help and this limits the opportunities for pupils to work on their own.

- Pupils enjoy reading and share their books with each other. The mobile library and 'Reading den' introduced and run by the junior leadership team are popular with pupils.
- Teachers' marking in English and mathematics shows pupils what they are doing well and how to improve their work. In some classes, teachers encourage pupils to respond to the marking but do not always check their responses. In some books seen during the inspection, errors were not picked up or marking was incorrect.

### **The achievement of pupils** is good

- Children usually join the school in the early years with skills and understanding that are broadly typical for their age, but weaker in communication and physical development. They make good progress across the areas of learning.
- Children reach standards broadly in line with national averages in the Year 1 phonics check. By the end of Key Stage 1, standards are typically broadly average in reading, writing and mathematics.
- A significant number of the current pupils in Year 2 are not on track to attain expected levels by the end of the year, and the school has provided a range of effective support to make sure they catch up. As a result these pupils have made good progress from their lower than usual starting points.
- In 2014 at the end of Key Stage 2, pupils attained broadly the same standards as others nationally in reading, mathematics, writing and English grammar and punctuation. They made good progress. Current Year 6 pupils are also making good progress in these subjects.
- In 2014, the disadvantaged pupils in Year 6 were about two terms behind others in the school and others nationally in mathematics and a term behind in reading and writing. The gaps were smaller than in 2013. These pupils made better progress than in previous years, but their progress is not yet as fast as that of others nationally.
- The most able pupils in the school achieve well across subjects. The most able pupils in Year 6 are receiving booster classes in reading, writing and mathematics. As a result more pupils are reaching higher levels and the number of entries for Level 6 is increasing in all subjects.
- Pupils who speak English as an additional language achieve well, as do disabled pupils and those who have special educational needs. Pupils who have more complex emotional needs make good progress and are supported well.

### **The early years provision** is good

- Children achieve well in Reception. In 2014 the proportion of children who achieved a good level of development was above average.
- Children settle quickly and are polite and collaborative learners who care for each other, resulting in harmonious working and play where children can feel safe. Behaviour is good.
- The early years provision is led and managed well. Teaching is good and children make good progress because of the lively and supportive environment. Improvements to assessments are making sure work is set at the right level of difficulty and teachers regularly check on children's progress. As a result, children are well prepared to start Year 1.

- Parents are particularly pleased with the new electronic learning journals, which enable them to check their children's work and progress more regularly in addition to enabling them to share successes at home with the school.
  
- The outdoor area provides a stimulating learning environment that supports children's learning.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	115062
<b>Local authority</b>	Essex
<b>Inspection number</b>	442095

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

<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>	412
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Walpole
<b>Headteacher</b>	Jacqui Gosnold
<b>Date of previous school inspection</b>	5 February 2013
<b>Telephone number</b>	01268 683053
<b>Fax number</b>	01268 683315
<b>Email address</b>	headteacher@williamread.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.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 and 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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

