

# Chadwell St Mary Primary School

## Inspection report

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<b>Unique Reference Number</b>	114900
<b>Local Authority</b>	THURROCK LA
<b>Inspection number</b>	290070
<b>Inspection dates</b>	2–3 July 2007
<b>Reporting inspector</b>	Paul Missin

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 on roll</b>	141
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Bright
<b>Headteacher</b>	Mrs Gena White
<b>Date of previous school inspection</b>	21 January 2002
<b>School address</b>	River View Chadwell St Mary Grays Essex RM16 4DH
<b>Telephone number</b>	01375 843280
<b>Fax number</b>	01375 840071

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This school is smaller than most other primary schools and the number on roll has dropped significantly in the last few years. Attainment on admission is generally below that expected of four year olds. The proportion of pupils with learning difficulties and disabilities is in line with the national average, as is the proportion entitled to free school meals. Almost all pupils have White British heritage and none is at an early stage of learning English. There has been high staff turnover in the last two years. At the time of the inspection there was only one permanently employed teacher and, in the absence of the headteacher on long-term sick leave, the school was being led by two part-time acting headteachers.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

'This is a school in crisis' - was the finding of a local authority review in March 2007, and one which currently applies. This inspection finds that there are significant weaknesses in several major areas of the school's work. There have been several changes in senior leadership in the school. The headteacher has been on extended sick leave and there have been three part-time, acting headteachers leading the school at different times. There is currently no deputy headteacher and the roles of other co-ordinators are not yet developed. This makes it very difficult to provide consistent, strategic leadership for the school.

There has been a continuing problem with both the recruitment and retention of teaching staff resulting in the fact that during the inspection most teachers were not permanent members of the school staff. Governors have also experienced recruitment and retention problems and they have not developed sufficiently rigorous procedures to identify the seriousness of the school's problems, nor to act with sufficient speed in order to rectify them. The result of these difficulties is that all elements of leadership and management are inadequate. Several parents communicated concerns about the quality of the leadership and support for the recent changes introduced.

Standards across the school are well below average and pupils, including those with learning difficulties and those who are more able, do not make the progress which they should. On entry to the school most children are reaching standards which are below those expected for their age. Standards are still below expected levels at the end of the Foundation Stage and children do not make enough progress. This is because the curriculum is not sufficiently exciting, imaginative or appropriately matched to children's abilities. There are insufficient resources, including a very small and under-used outside activity area.

Standards are still well below average in Year 2 and in Year 6. Progress between Year 2 and Year 6 is inadequate. However, indications are that pupils in the current Year 6 have recently made better progress in mathematics. Across the school, pupils' needs are not being met because the curriculum is not carefully planned in order to develop progressively their basic literacy and numeracy skills. There has been a mismatch between the priority given to developing other aspects of the creative curriculum and to basic skills provision. The curriculum is inadequate overall, although visitors and school visits provide satisfactory enrichment.

Pupils' personal development, including their spiritual, moral, social and cultural skills is satisfactorily. Pupils say that they enjoy school and are aware of how to keep safe and the importance of healthy lifestyles. They make a satisfactory contribution to the school and the wider community. Pupils are cared for well and their achievements are recognised and valued. However, academic guidance is inadequate. A wide range of assessment data is available but its use is haphazard and not systematic. Data are not analysed sufficiently to indicate trends or to give a clear enough view of the progress which individuals and groups are making as they move through the school. The pupils' behaviour is satisfactory although attendance is well below average and too many pupils do not attend school regularly.

Teaching and learning are inadequate: lessons do not consistently meet the needs of all pupils, including those with learning difficulties and those who are more able. Ineffective monitoring

procedures and the high turnover of staff have meant that the quality of teaching is not strong enough to significantly accelerate the progress which pupils are making.

The school provides inadequate value for money.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science and accelerate the progress pupils make.
- Stabilise staffing and improve the quality of teaching, ensuring that assessment information is used effectively.
- Improve the effectiveness of leadership and management of the headteacher, senior teachers and the governing body.
- Improve the provision in the Foundation Stage.
- Improve pupils' attendance.

### **Achievement and standards**

#### **Grade: 4**

Across the school, standards are too low and pupils' achievement is inadequate. Attainment on entry to the school varies but it is generally below that expected so that by the beginning of Year 1, standards remain variable. Currently, children in the Reception class do not make sufficient all round progress.

In 2006, standards in Year 2 were broadly average in mathematics, below average in writing and well below average in reading. In the same year, standards in Year 6 were below average in English and well below average in mathematics and science. The proportion of higher attaining pupils at both key stages is very low indeed. The progress which pupils make between Year 2 and Year 6 is significantly lower than that in most primary schools. The needs of all pupils, including those with learning difficulties and those who are more able are not currently being met and the school does not build successfully on what pupils already know.

### **Personal development and well-being**

#### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Their attitudes and behaviour in class and around the school are sound. Pupils are usually willing to join in with class activities but many do not have a consistent drive to do the best that they can. Most pupils say that they enjoy coming to school now, but some report the existence of intimidating rough play. Several pupils do not attend as regularly as they should and attendance is well below average. Pupils know how to keep safe. They have a satisfactory understanding of healthy lifestyles and are involved in a range of sports activities and after school clubs. They take responsibility as members of the school council and as trouble-shooting, 'Yellow Hat' monitors. The very low standards in basic skills achieved by the time they leave the school mean that pupils are not sufficiently prepared for their next stage of education or the later world of work.

## Quality of provision

### Teaching and learning

#### Grade: 4

Teaching and learning are inadequate overall. There have been significant changes in teaching staff throughout the year and most classes have had several different teachers. This is very unsettling for pupils and was the cause of several critical comments from parents. The high number of temporary teachers makes it very difficult to secure a consistency of approach and to ensure effective teaching.

Some teachers manage pupils' behaviour well. The application of the agreed reward and sanctions programme is being applied consistently. However, pupils quickly lose concentration, are disheartened and become unwilling learners, especially when activities are not exciting or interesting. In most classes teachers' planning is detailed and lessons make clear reference to the focus of learning. However, the planned activities are not consistently matched effectively to the pupils' abilities and interests. Pupils with learning difficulties are well supported in class but overall provision is not sufficiently coordinated or evaluated.

### Curriculum and other activities

#### Grade: 4

The curriculum is inadequate overall because it fails to meet consistently the varied needs of pupils. Planning is soundly based on topics which are organised on a two-year cycle. Some very innovative approaches to art and display have been introduced through projects such as the Link Gallery, which has been shared well with other local schools. However, the effectiveness of the provision of literacy and numeracy has not, until very recently, been sufficiently rigorous or evaluated.

Overall planning has not ensured that pupils are provided with the knowledge and skills to build successfully on what they already know. The curriculum in the Foundation Stage is not closely focused on developing the full range of children's learning needs and the outside activity area is unsatisfactory. Opportunities are enhanced satisfactorily by visits away from school and by specialist teachers and visitors.

### Care, guidance and support

#### Grade: 4

Despite the several changes of staff, the school provides a sound level of care and support for its pupils. Vulnerable pupils are well looked after. There are effective procedures for child protection and health and safety, and there are close links with external agencies when these are required. The assessment of possible risk, for example when pupils go on school visits, is taken seriously. A good range of assessment data is collected but its use is unsatisfactory. This important weakness makes care, guidance and support inadequate overall. There is insufficient analysis of overall trends by senior leaders and data are not used by subject co-ordinators or class teachers to clearly track the progress which individuals or groups are making. Some pupils have learning targets in reading, writing and mathematics but these are often too general and not used consistently and effectively to raise standards. Inconsistent support for targeted groups of pupils has limited their progress.

## Leadership and management

### Grade: 4

The recent significant changes in school leadership and the uncertainties over the future direction of the school mean that leadership and management are inadequate. The temporary absence of the headteacher and the appointment of three different part-time acting headteachers have made it very difficult for any longer term, strategic improvement of the school to be achieved. There is currently no deputy headteacher and no senior teachers with curriculum responsibilities to help secure the school's further improvement.

Until very recently, the school improvement plan was not sufficiently focused on raising standards. Performance management procedures are not clearly at the heart of the school's work. The governing body has undergone significant change; as a result it has been unable to challenge the school over its low standards and the pupils' poor achievement.

Recently, and more positively, the acting headteachers with local authority support have introduced a useful interim development plan which has a clear focus on raising standards.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4
<b>How well are learners cared for, guided and supported?</b>	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

4 July 2007

Dear Pupils

Inspection of Chadwell St Mary Primary School, Grays, Essex, RM16 4DH

Thank you for making me so welcome when I came to the school recently to see how well you were doing.

Here are the things which were best about your school

- You were very polite and welcoming when I came to see you.
- You were very pleased to be able to help others as school counsellors and as 'Yellow Hat' monitors.

There were several things which I thought could be better

- You need to work very hard with your teachers to make sure that you do better in reading, writing and mathematics.
- Your senior teachers and the school governors need to have a clearer view of how well the school is doing to make sure it gets better quickly.
- Classes have had too many temporary teachers.
- The very youngest children in the school have not been provided with enough interesting and challenging activities, especially in their outdoor area.
- Too many of you do not attend school regularly enough.
- Teachers do not use information from tests well enough to help you to improve.

I think the school will need a lot of help to make things even better and inspectors will call regularly to check on progress.

I wish you well in the future.

Yours sincerely

Paul Missin

Additional Inspector