

# William Read Primary School

## Inspection report

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<b>Unique Reference Number</b>	115062
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311807
<b>Inspection dates</b>	6–7 October 2008
<b>Reporting inspector</b>	Martyn Groucutt

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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>	
School (total)	400
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Waymark
<b>Headteacher</b>	Mrs J Gosnold
<b>Date of previous school inspection</b>	4 May 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Long Road Canvey Island Essex SS8 0JE
<b>Telephone number</b>	01268683053
<b>Fax number</b>	01268683345

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<b>Age group</b>	4–11
<b>Inspection dates</b>	6–7 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school with 400 pupils aged between four and 11. The new headteacher has been in post since the start of term five weeks ago. The large majority of pupils are White British, and numbers from minority ethnic groups and those speaking English as an additional language are well below the national average. The percentage with learning difficulties and those with statements of special education need are above the national average. Children's attainment on entry to the school is well below the levels expected. The school has received the awards of Investors in People, Basic Skills, Active Mark and Advanced Healthy Schools.

Pre-school provision, operated in accommodation leased from the school and not managed by the school's governors, was inspected simultaneously.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

William Read Primary is a good and improving school. It demonstrates effective self-evaluation and has a good capacity for further improvement. Pupils do well to reach average standards by the end of Year 6 because many start with levels of attainment that are well below those expected. They make good progress.

Leadership and management are good and the newly appointed headteacher has a clear vision for maintaining effective leadership. The role of middle managers currently lacks focus, leading to inconsistency in the monitoring and evaluation of teaching and learning. Governors, under the able leadership of the chair, carry out their role effectively.

Pupils enjoy learning and their commitment is reflected in the new school motto devised by the school council, 'If we believe, we will achieve'. Alongside supporting academic achievement, staff are committed to developing the personal and social skills of pupils, which are often under-developed when they start in Reception. The support they receive for living healthy lifestyles is outstanding, reflected in the excellent provision for sport and physical education and through the upcoming 'Healthy Week' of activities. Pupils are keen to accept additional responsibilities, such as membership of sports teams or acting as playground buddies. The school has promoted a range of ways in which pupils can make a positive contribution to their community, both in school and in the wider community. This reflects a wider commitment to a belief that 'every child matters' and to supporting their future economic well-being.

Teachers work well together and are a good team. They have high expectations and work effectively with teaching assistants. Appropriate support allows lower achieving pupils to make good progress. However, sometimes there is not sufficient challenge to enable the higher achieving pupils to reach their full potential. The school's well written marking policy is not uniformly applied, so some pupils lack written advice about improving their work. Learning is supported effectively by the good use of computers and technology. A new school web site, currently under development, is designed to further support the school in reaching out to parents so that they can maximise their support to their children.

The curriculum places an emphasis on developing skills in literacy and numeracy. It is successful in taking a thematic approach to the wider areas covered in the foundation subjects. It is monitored carefully to ensure full coverage of necessary areas and skill development. The curriculum is supported by a range of themed weeks and visits, which help bring learning to life. Work in art and design and music is of a high quality, enhancing school life. For example, from the earliest age pupils gain a real enjoyment from singing. The school provides a visually stimulating environment.

Procedures for safeguarding pupils are outstanding. As a result pupils feel safe, contributing to their enjoyment of coming to school and making the good progress they achieve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children learn and develop well. From well below the expected starting points, they make good progress and achieve well, particularly in their personal and emotional development. Children leave their parents readily at the start of the day and settle happily into the Reception classes because the staff help them to feel safe and well cared for. Teaching is good. Activities are planned carefully from a good curriculum which is based effectively on the new Early Years

Foundation Stage (EYFS) requirements. Teachers and support staff provide a good balance of organised and free-play opportunities so that children are encouraged to learn basic skills and discover new experiences. The outdoor area is used well to increase children's physical skills and has plenty of toys and activities to interest them. As a result, they enjoy learning and join in with others with increasing confidence. They do not reach all of the expected goals by the time they enter Year 1 because many have weak social skills and a limited knowledge of basic skills in communication, language, literacy and numeracy. Nevertheless, they behave well and are eager to learn. Links with parents and carers are positive and help to ensure that they are kept informed of how well their children's progress.

The provision is led and managed well. The EYFS leader is conscientious and provides a very good role model for her colleagues. She is adept at analysing the school's entry data and keeps a close check on how well children are doing by tracking progress and identifying areas for further improvement, such as children's writing and calculation skills. The staff have developed the provision effectively since the previous inspection and acknowledge that the monitoring of teaching and learning is an area to develop further.

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

- Develop the role of middle managers to make them more effective in monitoring the quality of teaching and learning throughout the school.
- Ensure consistency of practice in the application of the school's detailed marking policy.
- Increase the level of challenge for higher achievers to enable them to maximise their progress.

## **Achievement and standards**

### **Grade: 2**

Most groups of pupils, including those who find learning difficult, achieve well. On occasions, there is not enough challenge for the higher achieving pupils, which slows their progress. A significant number of children enter Reception with standards that are well below those normally found. Effective teaching enables them to make good progress throughout the year. This is maintained during Key Stage 1, although by the end of Year 2, overall standards are still below the national expectation. Good progress continues in Key Stage 2, enabling pupils to reach the standards expected nationally by the end of Year 6. This stands them in good stead for moving on to secondary school. Committed teachers throughout the school support this good achievement across the whole curriculum, including the development of the personal and social skills. Overall, this outcome means that during their time in the school pupils make good progress and achieve well.

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

### **Grade: 2**

Pupils enjoy school. They usually work hard, behave well and are positive about learning. They develop excellent knowledge of what is needed for a healthy and a safe life, participating in the wide range of physical activities. Pupils accept the responsibilities offered as school councillors, playground buddies and as 'double trouble untanglers', supporting other pupils who occasionally experience difficulties in relationships with peers. There are increasingly successful links with the local community, which help to promote pupils' cultural understanding. Spiritual, moral, social and cultural education is good and the school recognises the need to develop international links with schools in other countries to give pupils a wider, global perspective. Pupils' satisfactory level of literacy and numeracy skills, their ability to work

together and their positive attitudes to work with each other provide a solid base for moving to their next school and later life. The school works hard to promote attendance, which is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have high expectations of pupils, contributing to the purposeful atmosphere in school. They regularly use questioning to good effect, developing pupils' thinking skills. Good use is made of teaching assistants and support staff, who provide effective support for pupils. Those pupils who find learning more difficult are therefore able to make good progress. Teachers assess pupils' attainment accurately. They regularly refer to success criteria and learning objectives, identify misunderstandings and help pupils to overcome them. However, marking is inconsistent. Too often it simply affirms or praises without specific reference to what pupils have done well or what they need to do to improve. Appropriate use is made of personal targets to support learning and teachers ensure that pupils make good progress in basic skills, such as speaking and listening. Support for those pupils who need additional help is effective, but there is not enough challenge for higher achievers at times. Teachers use information and communication technology (ICT) effectively to support learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good because it is planned imaginatively to provide an exciting range of rich and varied experiences. This is enhanced by specialist links with local secondary schools. Pupils enjoy a wide range of activities including musical and sporting clubs, a German club and opportunities for family learning. The school has a good focus on improving pupils' literacy and numeracy skills. It is working successfully to develop a topic-based approach where pupils use skills from a range of subjects, for example, using literacy and art within history lessons. Art and music are prominent and the high standards reached are evidenced by the numerous displays of pupils' work. Opportunities for pupils to learn modern foreign languages are built in wherever possible. Personal, social and health education and citizenship

are taught effectively in all year groups. Visits, residential trips and themed events, such as the recent mathematics week, supplement the curriculum and are valued by the pupils. The school has attractive outdoor areas which are used well.

### **Care, guidance and support**

#### **Grade: 2**

The school follows all the legal requirements for ensuring children's safety and well-being rigorously. Robust arrangements are in place for child protection and all adults who work in the school are suitably checked. The school has clear procedures for monitoring attendance and any bullying or racial incidents. First aid procedures are thorough. All staff are trained to know how to keep the children safe and their knowledge is regularly updated to ensure they remain vigilant. As a result, children are well cared for and supported. Academic guidance is good for most pupils, although sometimes there is insufficient challenge for the higher achievers. An effective system is used for tracking children's progress from which data is analysed carefully

and then used to identify areas upon which to focus. The school has secure systems for checking the progress of children with particular language needs and learning difficulties.

## **Leadership and management**

### **Grade: 2**

The newly appointed headteacher has a clear focus and vision for school improvement. She has the full support of governors, teachers and pupils and has established an effective rapport with her acting deputy headteacher. Leadership has set challenging targets, successfully addressing the decline in achievement in Key Stage 1 seen in recent years. Pupils are now making good progress overall throughout the school. The role of middle managers is not yet fully developed, with the result that monitoring and assessment has yet to establish a clear whole school focus. For example, not all teachers implement the marking policy fully. There is a strong commitment to serving the local community, sometimes in effective partnership with other agencies, which contributes well to community cohesion. Equality of opportunity within school is one reason why pupils are able to make good progress. The governors carry out their roles and responsibilities effectively and contribute to the success of the school. Sound finance systems contribute to the positive use of the budget, supporting the school in providing good value for money.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

8 October 2008

Dear Pupils

Inspection of William Read Primary School, Canvey Island, SS8 0JE

I am writing to thank you all for the great help that you gave my fellow inspectors and me when we visited your school recently. We enjoyed our time with you and felt very welcome. We were impressed by your good behaviour in lessons and around school and by the politeness you showed to us.

You obviously enjoy school a lot and you like your teachers. This is helping you to learn new things and we were pleased with the progress you make as you go through the school. We think that you have a very good headteacher in Ms Gosnold, and all your teachers and teaching assistants work hard to help you to do your best work. We particularly liked the ways in which the school helps you to be safe and supports you in living a healthy lifestyle. You have lots of opportunities to help the school and each other, such as the 'double trouble untanglers' and you are keen to help in this way, well done. Your school is made to look very nice by the colourful displays of your artwork, which we enjoyed very much. We also liked the sounds of your singing that we heard in assembly and from the choir. You are very positive about wanting to do your best and we liked the new school motto that the school council has created, 'If we believe, we will achieve'.

We have suggested three things to improve the school further.

- Make sure that teachers in charge of different subjects check how well you are learning in lessons.
- Make sure that teachers mark your work so that you clearly understand how to make it even better.
- Make sure that those of you who find work too easy are given more interesting and challenging things to do.

The adults in your school are working hard to help you succeed. You can help by making sure that you always work hard too and show a sensible approach to learning.

Yours sincerely

Martyn Groucutt

Lead inspector