

Cambridge
Education
Demeter House
Station Road
Cambridge CB1 2RS

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01223 578500
Direct F 01223 578501
risp.inspections@camb-ed.com



18 September 2007

Mrs Vivienne Stevens
Headteacher
Hinguar Community Primary School
Hinguar Street
Shoeburyness
Southend-on-Sea
Essex
SS3 9AN

Dear Mrs Stevens

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 17 September 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to your deputy and leadership team, to staff, the schools' council and pupils who provided information or talked with me during the day.

This letter will be posted on the Ofsted website.

As a result of the inspection on 20 and 21 February 2007, the school was asked to improve standards in writing for all pupils; ensure that the use of assessment information is consistent across the school so that teachers' marking informs pupils what they have done well and what they need to further improve; improve overall achievement, particularly of the more able learners; and improve the curriculum, especially in regard to information, communications technology (ICT).

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The school has pursued improvement on all fronts and has been effective in improving pupils' learning. The strong commitment and well articulated vision of senior leaders is mirrored by the leadership team and is understood by staff. This vision is articulated in a well structured strategic plan, which alongside highly organised and thoroughly evaluated monitoring activities, has led to improvement. Outstanding analysis and interpretation of assessment data has enabled the implementation of sharply focussed interventions to address identified underachievement, and improve pupil progress.

Recent (unvalidated) test results show that, although still below national expectations, standards in writing at the end of both Key Stage 1 and Key Stage 2

have risen. The progress of more able pupils has improved, with an increased percentage of pupils attaining Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2 in all subjects. Progress of all groups of pupils across the school has been variable, due to inconsistencies in the quality of teaching. As a result, although in some year groups, pupils have exceeded their targets in English and mathematics; in others years targets have not been met. The school has recognised that standards in science for pupils of average ability have declined somewhat and further action is needed to improve standards in science. Effective action has been taken to eradicate pockets of inadequate teaching and monitoring evidences a greater proportion of good teaching. Teachers have higher expectations of pupils, and the school has appropriately focussed on the development of pupils' learning skills and on removing barriers to learning. However leaders are rightly aware of the need to continue their drive to further improve the quality of teaching.

Most teachers now use assessment information effectively to plan lessons matched to pupils learning needs. The leadership team is actively promoting adherence to agreed guidelines for marking, and as a result, the effectiveness of marking is improving. Pupils are increasingly involved in evaluating their own work, and that of their peers, and in monitoring their progress against their targets. This is beginning to develop a shared responsibility for learning; importantly, the school has involved parents in the improvement process.

Appropriate attention has been paid to improving the infrastructure for ICT and developing staff confidence and competence, to improve ICT provision. Careful consideration has been made to improving the curriculum through a skills based approach. This is now at the very early stage of implementation.

Significant revision to the staffing structure has effectively distributed leadership through year group and curriculum teams. This, together with the change in culture to one of shared accountability means that the school is well placed to make improved progress.

The LA has provided a wide range of support. This has been very successful in developing the effectiveness of senior leaders and in supporting the leadership team. The school has developed the capacity to drive improvement in partnership with the LA. The quality of the revised statement of action and support plan is very good.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Heather Weston
Her Majesty's Inspector