

21 February 2008

Mrs Judith Murphy  
Interim Headteacher  
Chadwell St Mary Primary School  
River View  
Chadwell St Mary  
Grays  
Essex  
RM16 4DH

Dear Mrs Murphy

**SPECIAL MEASURES: MONITORING INSPECTION OF CHADWELL ST MARY  
PRIMARY SCHOOL**

Following my visit to your school on 30 and 31 January 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in July 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education for Children, Education and Families for Thurrock.

Yours sincerely

George Falconer  
Her Majesty's Inspector

## SPECIAL MEASURES: MONITORING OF CHADWELL ST MARY PRIMARY SCHOOL

Report from the first monitoring inspection: 30 and 31 January 2008

### Evidence

HMI observed the school's work, scrutinised documents and held discussions with the interim headteacher, the interim deputy headteacher, subject co-ordinators, some staff, a group of pupils, the chair of the Interim Executive Board (IEB) and representatives from the local authority (LA).

### Context

The school struggles to recruit and retain full time teachers on a permanent basis. During the last academic year, most classes were taught by temporary teachers, although this situation is now slowly improving. The substantive headteacher has been absent since the start of the summer term 2007. The deputy headteacher resigned in January 2007 and two more teachers left at the end of the summer term 2007. A consultant headteacher was employed to work alongside the substantive headteacher. The LA secured a replacement interim headteacher for the summer term 2007. An interim executive headteacher was appointed on 1 September 2007. There are 2.5 teachers who are permanently employed to teach in the school. The LA has also appointed an additional governor to strengthen and support governance. There is an interim executive board operating in support of the school.

### Achievement and standards

The progress pupils make in lessons is varied and very much dependent on the quality of teaching and learning, including assessment for learning and lesson planning. Overall pupils' progress in lessons ranged from good to inadequate.

The Key Stage 2 national tests for 2007, show that the attainment of pupils was below the national average. English and science scores were particularly low. Standards at the end of Key Stage 1 were inadequate in all subjects, but most notably in reading and writing. The percentage of pupils who scored at the higher levels at Key Stage 1 was well below the national average for reading, writing and mathematics. Overall attainment at the end of Key Stage 2 was inadequate. Attainment in English and science was well below the national average, with mathematics results slightly better but still too low. The percentage of pupils reaching the higher levels of attainment at Key Stage 2 for English, mathematics and science was well below the national average. Pupils with learning difficulties and disabilities are making satisfactory progress in relation to their abilities and starting points.

From observations made during the inspection and from a scrutiny of the school's recent assessment data, evidence indicates that there is satisfactory progress in English and mathematics. However, there is no current data available to show improving progress in science, as teaching and learning and subsequent assessment information have not been monitored, evaluated and analysed.

Progress on the areas for improvement identified by the inspection in July 2007:

- raise standards in English, mathematics and science and accelerate the progress pupils make – broadly satisfactory in English and mathematics and inadequate in science

#### Personal development and well-being

Attitudes to learning are becoming more positive and pupils' behaviour is improving. While some pupils state that low level disruption and occasionally some bullying still occurs, incidences are much less frequent than previously. Although attendance has improved, it is still very low in spite of the school's concerted efforts to ensure pupils attend school regularly.

Progress on the areas for improvement identified by the inspection in July 2007:

- Improve pupils' attendance - inadequate

#### Quality of provision

The quality of teaching and learning and the curriculum varies from good to inadequate. Recent initiatives put in place to increase pupil progress and raise levels of attainment are having some success, particularly the introduction of relevant resources and strategies to promote learning in numeracy and literacy. In some classes there is evidence of pupils making good progress in both subjects but this is not yet the case in all classes. Science, a key area for improvement, has not yet been tackled on a school wide basis despite the very low attainment levels in the 2007 Key Stage 2 tests.

Provision is slowly improving in the Foundation Stage and the recently appointed Foundation Stage teacher is working satisfactorily to develop the appropriate strategies, teaching environment and resources, including the outside environment. However, despite some sound work by the teacher in charge, the Foundation Stage is still providing an unsatisfactory quality of education for the youngest pupils in the school.

Evidence collected from all classes indicates that where teaching and learning is good, the teacher has a firm grip of the subject and is able to match the work to the capabilities of the pupils. There is a good understanding of what a good lesson should be like and pupils appreciate the good levels of support given to them. There is an appropriate pace to the lesson and because of interesting approaches to the subject, pupils become engaged quickly and find enjoyment in being challenged at the appropriate levels. Good levels of praise are evident and teachers remind pupils of the expectations placed upon them. No pupil is disengaged from learning and all pupils feel they are making good progress. Planning, including differentiation is good and assessment opportunities are built into the lesson.

Where teaching is inadequate, lessons fail to give a sense of direction and pupils soon lose concentration. Planning is poor and work is not well matched to pupils'

differing needs. Some pupils become disengaged and waste time, which leads to low level misbehaviour that impacts negatively on the quality of teaching and on the quality of learning for others. Teaching time at the end of lessons is sometimes rushed and the pupils do not have a lot of opportunity to reflect on any progress they might have made. Pupil self assessment is not always considered and the quality of marking is inconsistent. Where marking is better it provides signposts to improvement. However some pupils do not understand or cannot read some of the teachers' written comments. Planning is inconsistent across the school and differentiation for learning is not always evident within teachers' plans. There is too little emphasis on showing pupils what they need to do next in order to improve their work.

Progress on the areas for improvement identified by the inspection in July 2007

- Improve the provision in the Foundation Stage – inadequate

#### Leadership and management

The current interim executive headteacher has worked hard and with some measure of success to introduce systems and procedures aimed at bringing about change and to raise standards. Emphasis has rightly been on supporting staff and guiding them in their work. Staff are being led and managed with a delicate balance of support and challenge. However there is still insufficient focus on challenging teachers to improve their work and ensure that all pupils make at least satisfactory progress. The impact of the work of senior teachers and the governing body has been limited and inadequate. There is still much work to do in terms of developing a distributed leadership and management team that could move the quality of teaching and learning to at least a satisfactory standard throughout the school

Staff strengths are beginning to be exploited and areas for improvement are being developed. The quality of assessment information is developing and improvements have been made in some areas, notably numeracy and literacy, but the quality and accuracy of assessment is not yet operating consistently in all classrooms. Planning for learning is not uniformly carried out and therefore lacks consistency.

There is not yet a systematic and sufficiently rigorous programme for the regular monitoring of teaching and learning. Consequently there is very little monitoring evidence available to indicate analysis of teachers' needs or strengths and weaknesses in teaching. While the stability of staffing has improved, there are still very few permanent full time teachers employed at the school.

The school has a Raising Attainment Plan (RAP). It is the intention of the LA in partnership with all stakeholders, to achieve at least satisfactory progress overall by the spring term 2008.

The interim executive board has met on one occasion in late December 2007 and it is too early therefore to make a judgement on its effectiveness.

Progress on the areas for improvement identified by the inspection in July 2007

- Improve the effectiveness of the leadership and management of the headteacher, senior teachers and the governing body – broadly satisfactory in relation to the headteacher and inadequate for senior teachers and the governing body
- Stabilise staffing and improve the quality of teaching, ensuring that assessment information is used effectively – inadequate

### External support

The quality of the LA's statement of action plan has been revised and is now satisfactory. The additional support mechanisms provided by the LA are satisfactory but have had too little impact on increasing pupils' progress and raising standards. The School improvement partner (SIP) is continuing to provide satisfactory support to the school in a number of key areas and the LA is providing satisfactory continued support to the recently appointed Foundation Stage teacher.

### Priorities for further improvement

- Implement a robust system for monitoring the quality of teaching and learning in all classes so that it informs the school's collective leadership and management and staff of pupil progress and staff development needs. This should be linked to teachers' professional development and the school's development plan.
- Enhance the quality of resources and the learning environment in the Foundation Stage and give more targeted support to the Foundation Stage teacher.
- Make sure that the school's good practice in teaching and learning is shared more effectively in order to eliminate weaknesses