

# Chadwell St Mary Primary School

## Inspection report

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<b>Unique Reference Number</b>	114900
<b>Local Authority</b>	Thurrock
<b>Inspection number</b>	326087
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	George Falconer HMI

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 of pupils on the school roll</b>	132
<b>Appropriate authority</b>	Interim executive
<b>Chair</b>	Mr Paul Hardingham
<b>Headteacher</b>	Vashti Green (Acting Head)
<b>Date of previous school inspection</b>	2 July 2007
<b>School address</b>	River View Chadwell St Mary Essex
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector for a half day. The inspectors visited 11 lessons, and held meetings with the pupils, the staff, the acting head teacher, the Chairman of the Interim Executive Board, local education authority representatives and the headteacher of a partnership school. They considered the questionnaire returns of 62 parents. They observed the school's work and looked closely at the school documentation including the safeguarding procedures.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the work of the leadership and management in making sure that safeguarding procedures are as robust as possible
- evidence from data and classroom observations and whether they indicate that the school's leadership and management are being successful in driving improvements through setting challenging targets for all pupils
- the monitoring and assessment of progress in the Early Years Foundation Stage, and the school as a whole, and how the processes contribute to pupils' progress in learning
- the provision and whether it meets the needs and interests of all pupils at their various stages of development, and whether the quality of teaching and the curriculum is consistently making appropriate demands on all pupils including any potential higher attainers
- how the school is dealing with the lower than average attendance figures of previous years and whether it is being successful with its strategies.

## Information about the school

Chadwell St Mary Primary School is a smaller than average school with increasing numbers of pupils from minority ethnic groups. The percentage of pupils with special educational needs and/or disabilities is much higher than the national average, as is the percentage of pupils eligible for free school meals. There is a lower percentage, compared to the national average, of pupils who use English as an additional language. The school has received a number of monitoring inspection visits as a result of being previously placed in special measures. The school has a Healthy Schools Award and Active Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Chadwell St Mary Primary School is a very welcoming and very well respected school. Parents, carers, pupils and staff sing its praises loud and clear. There is a strong community feel and a caring environment in which pupils are nurtured from the time they enter the Early Years Foundation Stage where the provision is good. It is a school that is on a continuing journey of improvement and a school that is growing in strength. Chadwell St Mary Primary School is a satisfactory school, with strengths in important areas.

The concerted efforts that have been made by all staff have resulted in pupils' progress increasing over time, with the figures from the school's data on pupils' performance in 2009 showing pupils made satisfactory progress overall. The school has a satisfactory capacity to improve, based on the clear vision of the headteacher and the collective strengths of the staff. The school's track record has been one of gradual improvement over the last two years. Attainment at the end of Key Stage 2 is low but the gap in attainment is gradually closing given that many pupils' attainment on entry is well below expectations. High teacher turnover in the past has also left the school with a legacy of underachievement, which is now being successfully dealt with.

Greater emphasis on monitoring and tracking progress along with accurate data interpretation give the school clearer indicators to evaluate improved achievement as well as key points for further development. Leaders and managers are aware of the need to improve further the quality and consistency of teaching and learning, with a particular focus on developing more succinct strategies for promoting learning for the potential higher achievers. Similarly, assessment strategies, although clearly improved, do not yet include pupils identifying how they can improve through self and peer assessment.

Leadership and management are satisfactory. The quality of leadership at all levels has improved and continues to do so. The school understands that its next step in development is working towards more teachers having leadership roles. The continual striving for improvement informs leaders of the need to explore different ways of developing pupils' curriculum interests in mathematics and in writing. The latter, in particular, is an area that inhibits some pupils from making better progress in other lessons. Skills for the future are under-developed in some areas, but the use of information and communication technology (ICT) is developing fast and is helping to stimulate learning. It provides supportive opportunities as well as alternative pathways

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to learning.

Pupils with special educational needs and/or disabilities make satisfactory and, occasionally, good progress as a result of the targeted help and the good levels of care, guidance and support offered both by teachers and teaching assistants. Pupils from minority ethnic groups make satisfactory progress. The quality of the teaching and support work by teaching assistants is just right for these pupils, with the performance of some assistants being very good.

Pupils feel safe and secure in school where the majority are well behaved and adopt healthy lifestyles. The school has improved the environment greatly with a good selection of outdoor apparatus for pupils to use.

Attendance is currently broadly average after much time spent by all staff in encouraging both pupils and their parents and carers into school. The number of parents and carers visiting school is increasing as they become more involved in their children's work.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Moral and social developments have strengths. The school gives the pupils a warm and secure environment and the confidence to learn and develop their social skills. Pupils are encouraged to contribute to the school and the wider community and this element is satisfactory. Work within the global community is also satisfactory with links to a number of local and international partnerships. Evaluation of the impact of these activities has not yet taken place.

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

- The headteacher and senior leadership team to continue to work towards high expectations of outcomes for all learners through further development of a growing leadership team and the sharing of good practice.
- Develop good practice to meet the needs of individual pupils and raise standards of attainment in English and mathematics by:
  - improving the development of linking letters and sounds
    - placing more emphasis on speaking and listening
  - improving the teaching of mental strategies in mathematics
    - developing pupils' abilities to use and apply mathematics in different contexts.
- Ensure that there is good quality provision put in place for all pupils, particularly the higher attainers.
- Develop the good work in assessment for learning by enabling pupils to identify how they can improve through self and peer assessment.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Pupils say they really enjoy coming to school, like their lessons and feel they are well supported by their teachers. Inspection evidence agrees with these factors. Pupils make satisfactory progress overall. Some pupils make accelerated progress as a result of well planned intervention activities. Overall, current attainment of individuals and groups of pupils is low compared to the national average. Evidence from lesson observations indicates that most pupils work well, concentrate on doing their best and respond positively to good, quality teaching. This school has carefully thought out how to group pupils to maximise their potential in key subjects, for example in English and mathematics but pupils' overall low level of skill in these subjects limits the quality of work in other subjects. The quality of learning for all pupils is satisfactory overall, and sometimes good, including for those with special educational needs and/or disabilities. Behaviour in and out of lessons is good and, occasionally, outstanding. Attendance is broadly average. Pupils feel safe and there is little evidence of bullying. If it does occur, it is promptly dealt with. Pupils are well aware of the benefits of healthy eating and enjoy participating in exercise at play time and in physical education and games lessons. These sessions contribute well to both their social and their health education. Pupils contribute satisfactorily to the school and the wider community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

The school has a really welcoming environment, not least in the Reception class where children get off to a great start.

The quality of teaching varies from satisfactory to good. Some lessons are good with outstanding elements. Teachers know they have improved and why, but they are not complacent and realise that there is more to do to reach consistency in the quality of learning overall for all pupils.

When pupils are asked what is good about their school, their answer always includes the teachers and their lessons. Good lessons move at a brisk pace and the content is engaging. Pupils are receptive and keen to learn. The teachers take the time to check on pupils' progress, and marking is generally positive and supportive. Pupils work to targets, and know what those targets are. Satisfactory lessons often have good elements, but the pace can be a little slow and the learning objectives do not always challenge and promote good progress. The curriculum is satisfactory and is under scrutiny by the leadership team with substantial plans to secure a more relevant and more exciting curriculum. Provision for the potential higher attainers is not developed enough. ICT is an integral part of the curriculum and used to enhance different areas of study.

Assessment to support learning is becoming stronger with good systems of monitoring and tracking that inform future intervention strategies in order to accelerate progress for pupils.

Care, guidance and support are good. Transition arrangements for pupils moving through the school are good and staff carry out home visits to children entering the Early Years Foundation Stage. Partnerships with other schools and external agencies are used effectively to support pupils in their development. More vulnerable pupils, including those with challenging behaviour, are well cared for by dedicated staff. The special educational needs coordinator plays a key role in this aspect, works well with external agencies and can clearly point to individual cases to support a grade of good for this element of the school's work. Pupils are taught to make informed choices, to feel safe and to be secure.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

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Please turn to the glossary for a description of the grades and inspection terms

Leadership and management are satisfactory overall and becoming stronger. The acting headteacher has made a good start to the new school year. Middle leaders have grown in confidence and stature as a result of dedication and hard work, combined with critical reflection on actions to drive improvement and embed ambition. Leadership and management of teaching and learning are satisfactory, and no inadequate lessons were observed during the inspection. The leaders work closely as a team, while recognising individuals' strengths. They have a good overall perspective on the school as it progresses on its journey and improves pupils' achievement, as witnessed in the improved progress during 2009.

Much attention is paid to promoting equal opportunity and tackling discrimination but the school realises there is more work to do. Enhanced provision for potential higher achievers is rightly now a focus. Leadership and management respond well to parents and work very well with external agencies, thus improving overall provision for its pupils. The Interim Executive Board works satisfactorily towards securing further improvements in addition to its statutory duties. Safeguarding procedures are robust. Good partnership arrangements are in place with a number of schools and the strategic support of an Advanced Skills Teacher adds to the school's growing quality of teaching and curricular strengths.

Community cohesion is satisfactory and developing as pupils are afforded more insight into their position in the community and society as a whole. The school has yet to make an evaluation of the impact of this provision on pupils' outcomes. Resources are deployed satisfactorily to achieve satisfactory value for money as depicted in the much improved progress of many pupils since the last inspection.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

The Reception class has developed quickly since the last inspection and now demonstrates strengths expected of a good Early Years Foundation Stage. The leadership and management are stronger and now provide a good experience for all children. The curriculum is good and continually evolving to meet pupils' needs, with each new cohort. Home visits play an important part in the process and parents are actively encouraged into school to share in their child's learning. Both the indoor and the outdoor learning environments are stimulating and well organised. The results of assessments of pupils at the end of the Reception year in 2008 and the 2009 show children made good progress and for some, accelerated progress from low starting points. At the end of Reception, children leave with skills broadly average for their age with a small minority of children displaying below average skills in some key areas.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers appear to be very satisfied with the overall provision at Chadwell St Mary. Of the responses, there are none less than 84% either agreeing or strongly agreeing with any one of the statements and 100% state that the school keeps their children safe. They are happy with their children's experience in this school which is considered to be well led and managed and they either agree or strongly agree that their children enjoy school. This was clearly evident during the course of the inspection. Most parents and carers also consider that children make enough progress and that the quality of teaching is good. A very large majority of parents and carers consider the school to be good in promoting healthy lifestyles and feel that staff deal well with any unacceptable behaviour. The inspection agrees with these views. They also consider the school to be good at helping them to support their children's learning, informing them well about their progress and state that they are happy with the way in which the school meets their children's particular needs. The inspection found the school to be working hard to meet pupils' individual needs but agrees with the school that there is more that could be done.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chadwell St Mary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with the 13 statements about the school. The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	55	26	42	0	0	1	2
The school keeps my child safe	37	60	25	40	0	0	0	0
The school informs me about my child's progress	22	35	32	52	6	10	1	2
My child is making enough progress at this school	26	42	28	45	6	10	1	2
The teaching is good at this school	25	40	29	47	5	8	0	0
The school helps me to support my child's learning	22	35	31	50	6	10	0	0
The school helps my child to have a healthy lifestyle	22	35	37	60	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	37	26	42	7	11	0	0
The school meets my child's particular needs	24	39	28	45	9	15	0	0
The school deals effectively with unacceptable behaviour	22	35	33	53	6	10	0	0
The school takes account of my suggestions and concerns	19	31	35	56	6	10	0	0
The school is led and managed effectively	25	40	27	44	7	11	0	0
Overall, I am happy with my child's experience at this school	29	44	29	44	5	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 October 2009

Dear Children

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

Thank you for your very warm welcome when I visited your school. It is very pleasing to see children getting on so well, being kind and polite to each other as well as to adults. I am also impressed by the level of your behaviour and the willingness of most of you to learn. Many of you say you love coming to school and that your lessons are good. You told me that you feel safe and secure in the school and that you are getting on well with your learning. Your parents and carers are also very happy with the school and there is no doubt that the vast majority of them think you are doing well in a school that meets your needs well. As the inspector, I come to your school to look at all the good things that happen as well as to share with you and your teachers where improvements can be made.

Your school is now a satisfactory school because all staff, including your teachers and teaching assistants, as well as yourselves, have been working hard to make it better. You have certainly succeeded. However, as with all things in life, we can all do even better, or do things differently, to get better results.

Your teachers have some good ideas to follow through with you so that you can improve even more. I agree with these and I have listed them below:

Staff are to share all their good ideas so that they can work together to raise success levels in your work.

Teachers will take a closer look at particular areas of your work in mathematics and English so that they can help you to make even better progress.

Teachers will make sure that all groups of children, especially those of you who learn quickly, are doing their best, by providing the right work at the right level and at the right time.

The school will make sure that you are involved in thinking about your progress in your own work and that of others and that you should be able to think about what you could be doing better.

I hope this helps you a little to understand the purpose of my visit and I hope it helps you think about your work and how you can improve in the future.

Kind regards

George Falconer

Her Majesty's Inspector

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