

Chase Lane Primary School and Nursery

Inspection report

Unique Reference Number	115301
Local Authority	Essex
Inspection number	338557
Inspection dates	28–29 April 2010
Reporting inspector	Richard Blackmore

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	385
Appropriate authority	The governing body
Chair	Terry Faber
Headteacher	Jude Nash and Greg Bloss
Date of previous school inspection	15 January 2007
School address	Chase Lane Dovercourt Harwich
Telephone number	01255 502416
Fax number	01255 241907
Email address	admin@chaselane.essex.sch.uk

Age group	3–11
Inspection dates	28–29 April 2010
Inspection number	338557

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons taught by 11 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's monitoring of pupils' progress, curriculum plans, samples of pupils' work and school improvement plans. The questionnaires returned by 61 parents and carers were also taken into account.

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

- how successful the school's actions are to raise standards in Key Stage 1 and for higher attaining pupils in Key Stage 2
- the use of assessment to provide support and sufficiently challenge pupils to raise their achievement, especially in mathematics at Key Stage 2
- the extent to which subject leaders monitor and secure improvements in different subjects.

Information about the school

Chase Lane Primary School and Nursery is a larger-than-average primary school. It serves the local community and the surrounding area. Since September 2008 there have been two headteachers jointly leading the school. A large majority of the pupils are White British and the number of pupils who speak English as an additional language is lower than average. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the proportion of pupils who have a statement of special educational needs. The percentage of pupils known to be eligible to claim free school meals is a little above average. The school holds the Active Mark, Investors in People accreditation, Basic Skills Mark, International Award and Healthy Schools Status. There is provision for family and parenting workshops. There is a before-school and after-school club for pupils managed by the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The vision of both headteachers in striving for excellence is unanimously shared, and underpinned by rigorous systems for monitoring and evaluating the school's work. The vast majority of parents are very pleased with the school's work because of an exceptionally strong ethos where pupils feel greatly valued. This has a positive impact on their good behaviour and enthusiastic attitudes. This is reflected in such views as, 'My daughter is so happy and looks forward to going to school.'

Effective induction arrangements ensure children settle happily in Reception adapting well to routines, rapidly becoming independent, confident learners. From below expected starting points, children in the Reception classes make good progress, beginning Year 1 with average skills. By the end of Year 6 attainment is above average, representing good progress. Standards in English have been low in previous years but strategies and resources, such as the 'Book Journey,' as well as opportunities for pupils to extend their writing, have improved pupils' skills; as a result attainment is rising strongly, especially in reading.

Pupils say they feel safe and that any bullying is dealt with swiftly. They have a good understanding of how to stay safe, and do so because the school is effective in safeguarding their welfare and interests. The Active Mark and Healthy Schools Status illustrate a strength of the school: pupils demonstrate an excellent pursuit of healthy lifestyles, through vigorous exercise at playtime, the many opportunities to engage in sport and by nearly always choosing healthy snacks, drinks and meals. Many pupils are equally keen to make outstanding contributions to the school and wider community; for example, prefects and peer mentors look after other pupils with problems, one saying 'children rely on us and if it's serious we tell an adult.'

The school has provided effective support to improve the quality of teaching and learning. As a result teachers make tasks practical, keep lessons moving forward at a fast pace and resources are interesting. However, where lessons are weaker, the learning of a few, but not all, higher-attaining pupils is not fully extended. Pupils are given frequent opportunities to be involved in assessing their own work and that of others and this helps teachers to plan future lessons. Despite this some pupils were unsure of how to improve their work because marking and explanations by staff did not always tell pupils how to do this.

The school takes good care of its pupils and their welfare is central to its work. Very good measures are taken to get expert help or resources to meet pupils' needs. There are also effective links with outside services to support vulnerable pupils.

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

The headteachers have successfully and tirelessly led the drive for improvement. They generate good teamwork, have an accurate view of the school's strengths and weaknesses and have developed robust action plans for future development. Consequently there is good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure teachers challenge the higher attaining pupils more consistently
- Improve the marking of pupils' work by:
 - telling pupils how they can improve their work
 - using mistakes to help pupils see where they are going wrong.

Outcomes for individuals and groups of pupils**2**

Standards have steadily risen over the last three years in Key Stage 2 but results in 2009 in Key Stage 1 showed a drop in attainment. School data indicate this was a brief dip, and standards are rising again. Achievement is good. Those who have special educational needs and/or disabilities and those who are learning English as an additional language make rapid progress due to the careful attention they receive and well-targeted intervention, often delivered by skilful teaching assistants. However, higher attaining pupils are not always sufficiently challenged, therefore their progress is not consistently as fast. Pupils work hard to meet the objective of the lesson and rise to teachers' expectations, particularly when work involves a real-life task. Many pupils say how much they enjoy the practical work teachers set for them. In one science lesson observed, the enthusiasm of pupils pervaded the classroom as they explored the way shadows were formed and how they can change in shape and size.

Pupils say they are happy and this is reflected in their enthusiastic participation in most activities. The school prepares them effectively for their future education and for the world of work through opportunities to work cooperatively and by developing key skills in a wide range of real situations. Attendance is average. Pupils have a very good awareness of moral and social issues and show great respect for beliefs that are different from their own. The school is aware that their knowledge of other cultures is more limited, and is taking action to improve this.

These are the grades for pupils' outcomes

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

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

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

How effective is the provision?

Lessons are successful because most are well planned and specialist teachers extend the range and quality of teaching. For example, the physical education specialist expertly modeled specific skills to pupils who then practised the skills for themselves. Assessment is used effectively to ensure support is well focused and tasks sufficiently challenge most pupils. In mathematics, especially at Key Stage 2, this is raising standards. Teachers present work in an interesting way by using a wide variety of resources including information and communication technology. In a Year 2 class pupils could very clearly see the way volume could be accurately measured because the teacher demonstrated it through the interactive whiteboard. Teachers keep a careful check on progress during lessons by skilful questioning and by checking pupils' responses to short, focused tasks. In a few lessons seen, where pupils were already working at the higher levels, there were missed opportunities to extend their learning even further.

The broad and creative curriculum is organised well to ensure literacy and numeracy are promoted effectively within other subjects. As a result pupils are making better progress in writing and mathematics than before. There are good opportunities to practise skills in different subjects and good enrichment for learning through a varied selection of activities after school. Pupils keenly participate in the many activities on offer and achieve considerable success; for example, the school's Big Band won the Colchester Rotary Music Festival under-14 category after much hard work practising during pupils' own time. A good range of visits and visitors, including governor involvement in raising pupils' awareness of road safety as part of the cycling proficiency scheme, add greatly to pupils' enjoyment, ability to keep safe and learning. Music is promoted well throughout

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

the school by a specialist teacher, and the modern foreign language partnership established with other schools considerably strengthens pupils' development.

The school knows every pupil's individual needs and so manages pupils sensitively and with an understanding of each child's circumstances. This is helped by smooth and carefully organised induction and transition arrangements. Systems for using assessments to identify individuals' needs and plan accurately targeted intervention are particularly well developed. However, guidance to pupils about how to achieve their individual targets is not consistently reinforced by staff, and records do not always explicitly measure the success of strategies to improve pupils' skills. Much is done to enable vulnerable pupils to participate fully in all aspects of school life and external support is sought quickly if needed to improve their learning and well-being. This is very much appreciated by parents and pupils. They also value the before-school and after-school clubs, which enhance care and support for the pupils who attend, and the high number of workshops for parents and families to help them with their child's learning and development.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteachers are moving the school forward, successfully working with all staff and governors. They provide strong, focused leadership and clear direction and are ably supported by senior and middle managers. However, subject leaders are not always refining their monitoring to focus on the speed at which different groups of pupils learn. Effective procedures are in place to safeguard the welfare and interests of its pupils. Vetting procedures, child protection arrangements and the assessment of potential risks are thorough. The school has forged close partnerships and links with local schools such as a nearby Catholic school, jointly developing pupils' spiritual and moral awareness. The school uses resources well to ensure all pupils are treated equally and the school is free from discrimination. Governors have a sound knowledge of the strengths and weaknesses of the school and play an increasingly important part in determining its strategic direction through regular monitoring of its effectiveness. Links with parents are well established through consultation meetings, updates on developments within the school, and regular and informative newsletters. Community cohesion is actively promoted after a thorough analysis of the school's context by senior staff and evaluations by pupils and teachers. The school has correctly identified that more work

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

has yet to be done in developing pupils' understanding of communities beyond the United Kingdom.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start school with a level of skills below that typically expected but make a good start because of very positive relationships. Nursery children make the most of the outside spaces, exploring the wild area and showing great interest in growing vegetables. This effective use of the outdoors is continued in Reception by innovative ideas such as 'Wellie Wednesday', encouraging children to explore and be inquisitive about the world beyond the classroom. There are good systems to gather information from parents and other agencies and this knowledge has enabled staff to create a safe and attractive environment in which the needs of all children are well met. Teaching is good and as a result children make good progress from their differing starting points. Children enjoy using a wide range of stimulating resources. For example, during the inspection children were highly excited when they talked about the how pipe drums work and when they had to search for items for a dinosaur's nest thinking about the different properties of materials. Assessments have improved so that there is a more accurate picture of children's attainment and current skills. The school knows that now there is more to be done to improve the systematic use of this information. There is a good balance between activities led by adults and those from which children can choose. The newly appointed leader of the Early Years Foundation Stage provides strong and knowledgeable direction and has quickly set about ensuring high-quality learning

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

opportunities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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

Parents and carers who responded to the Ofsted questionnaire believe that the school helps their children make enough progress. A very large majority are of the opinion that the school helps their child to enjoy school and lead a healthy lifestyle. The inspection team agrees. A small minority feel the school does not take enough account of their views. Inspectors found that the school works hard to use parents' views to improve provision. A very small minority of parents and carers believe the school does not deal effectively with unacceptable behaviour. The inspection team found that behaviour is well managed and the school was calm and orderly during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chase Lane Primary School and Nursery 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 13 statements about the school. The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 385 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	49	29	48	1	2	1	2
The school keeps my child safe	32	52	24	39	2	3	2	3
The school informs me about my child's progress	30	49	27	44	3	5	1	2
My child is making enough progress at this school	32	52	27	44	1	2	0	0
The teaching is good at this school	33	54	23	38	1	2	1	2
The school helps me to support my child's learning	30	49	23	38	4	7	1	2
The school helps my child to have a healthy lifestyle	31	51	27	44	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)	20	33	28	46	3	5	0	0
The school meets my child's particular needs	25	41	29	48	2	3	2	3
The school deals effectively with unacceptable behaviour	26	43	22	36	2	3	5	8
The school takes account of my suggestions and concerns	24	39	23	38	9	15	3	5
The school is led and managed effectively	27	44	25	41	3	5	5	8
Overall, I am happy with my child's experience at this school	32	52	24	39	1	2	3	5

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 April 2010

Dear Pupils

Inspection of Chase Lane Primary School and Nursery, Harwich, CO12 4NB

We enjoyed meeting you on our recent visit to your school and would like to thank you for taking the time to speak to us and for making us feel so welcome. I would like to share our findings with you.

You make good progress.

Your behaviour is good.

You are keen to learn.

You told us staff look after you well, and we agree.

Teaching is good with interesting practical activities.

You show an excellent understanding of healthy lifestyles - well done!

You make fantastic contributions to the life of the school and local community - I was particularly impressed seeing you take your talents to local care homes.

You are well prepared for the next stages in your education.

To make your school even better we have asked the headteacher and staff to do two things. First, to improve the quality of marking by making sure that you are all told how to improve your work. Second, to give those of you who find work easy more challenging work. You can help too by saying if you find work too easy and working as hard as you can.

I wish you all the best for the future.

Yours sincerely,

Richard Blackmore

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.