

# Bulphan Church of England Voluntary Controlled Primary School

Fen Lane, Upminster, Essex, RM14 3RL

**Inspection dates** 26–27 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has improved since its last inspection and now provides a good standard of education for its pupils.
- Pupils make good progress throughout the school and leave with above average attainment by the end of Key Stage 2.
- Pupils behave well, are courteous to visitors and those around them, and they mostly have good attitudes to learning in lessons.
- Pupils have a good understanding of how to stay safe, including when using the computer.
- The quality of teaching is good, and pupils make good gains in their learning as a result.
- The best lessons are lively, engaging, and challenge pupils to think for themselves.
- The headteacher, staff and governors have high expectations of success and have worked hard to make the school better.
- Pupils' spiritual, moral, social and cultural development is promoted very well, and the school is a harmonious and caring environment in which to learn.

### It is not yet an outstanding school because

- There is some variation in the quality of teaching between classes and subjects.
- Pupils are sometimes not given enough opportunities to work things out for themselves.
- Middle managers do not make enough checks on pupils' learning, and their plans for improvement are sometimes not precise enough in identifying how success will be measured.

## **Information about this inspection**

- Twelve lessons or part-lessons were observed during the inspection, in addition to an assembly and a registration session.
- Meetings were held with members of the governing body, pupils, members of staff, the school council and the school improvement manager from the local authority.
- The inspector took into account the 13 responses to the online questionnaire (Parent View) and the substantial number of responses to recent surveys of parents carried out by the school in the summer term. The inspector also noted the 11 completed staff questionnaires.
- Observations were made of the school's work, the 'Learning Journeys' of work completed by children in the Early Years Foundation Stage, pupils' current work, and documentation relating to the pupils' progress, attainment, provision, leadership and safeguarding.

## **Inspection team**

David Thomas Hatchett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average primary school.
- The proportion of pupils from minority ethnic groups, or speaking English as an additional language, is below average.
- The proportion of pupils supported through school action or school action plus is broadly average. No pupils currently have a statement of special educational needs.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is broadly average.
- The school has experienced turbulence in its leadership. The current headteacher, appointed substantively in April 2012, has been the sixth post-holder in 12 years.
- The school meets the government's current floor standards, the minimum expectations for pupils' attainment and progress.

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

- Raise attainment further and increase the proportion of outstanding teaching by:
  - sharing existing outstanding practice already within the school
  - ensuring a close match between activities and pupils' abilities
  - ensuring that the quality of marking and feedback matches the best
  - providing more opportunities for pupils to take greater responsibility for their learning in lessons.
- Strengthen middle management further by:
  - increasing middle managers' involvement in monitoring and evaluating how well pupils achieve and learn in lessons, and sharing this information with the governing body
  - developing subject improvement plans to include quantifiable targets and easily measurable success criteria.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achieve well over time because of good teaching. Children join the Early Years Foundation Stage with skills and abilities similar to most children of their age nationally. Children are now achieving well in the Reception class because of good and sometimes better teaching.
- By the time pupils leave school at the end of Key Stage 2, their attainment is above average. The proportion of pupils who made and exceeded expected rates of progress in English and mathematics by the end of Key Stage 2 was also above average, and current tracking suggests the same picture will be maintained for the current Year 6.
- All pupils learn well and make good progress throughout the school, and across different subjects. Pupils' social development is promoted well, and they foster positive relationships with one another.
- Disabled pupils, who are disabled or who those who have special educational needs, and those eligible for pupil premium funding, achieve as well as their peers because work in lessons is well planned and meets their specific needs. The school is committed to ensuring equality of opportunity and tackling discrimination, and there are no significant gaps in the achievement of different groups of pupils.
- Pupils have good reading skills. The school's good provision for phonics (letters and sounds) resulted in above average attainment in the most recent Year 1 phonics check. This good grounding is built on well as pupils continue to make good progress through Key Stage 1. Current school data suggests that the percentage of pupils on track to attain national standards in reading at the end of Key Stages 1 and 2 is above average.
- Pupils' achievement in lessons is good. Pupils are enthusiastic to learn and work well on their own and with others. For example, in an English lesson in Key Stage 2, pupils achieved well because of well-chosen texts to exemplify figurative language. This helped pupils to apply their knowledge of similes, metaphors and personification when working in small groups later in the lesson.
- By the time pupils leave the school, they are well prepared for the next stage of their education and have good basic skills.

### The quality of teaching is good

- Good teaching results in pupils' good progress during their time in school. Pupils and parents also agree that teaching is good.
- Teaching observed during the inspection was sometimes outstanding and is typically good. The best teaching is characterised by well-planned lessons, excellent use of resources and other adults, questioning and activities that are well matched to the wide abilities of pupils, and very high expectations of what pupils can achieve.
- Teachers know their pupils well, and this means that they usually plan lessons well for the wide ability range in classes. For example, in a lesson about money and change, the teacher used her knowledge of the pupils' abilities to provide a range of different activities that involved being a customer in a shop using different values of coins and items to buy.

- Teaching occasionally requires improvement. In some instances, pupils are not given enough responsibility for their own learning and the teacher spends too much time talking to the class. This occasionally results in pupils becoming restless or off-task, especially when tasks are mundane or not so well matched to their ability.
- Teaching in the Early Years Foundation Stage is now at least good, and sometimes better. There is a good balance between activities that children choose and those that are led by adults. Activities motivate children to explore and investigate an exciting learning environment, indoors and outdoors. Activities are well planned, including using the computer, and are pitched at the right level to help children make quick progress. For example, in an outstanding lesson, the teacher made excellent use of practical apparatus and socks on a washing line to help children understand the concept of subtraction and pairs.
- Early reading skills are taught very well and, as a result, children make good progress. They decode unfamiliar words and use clues from pictures in a book to help them when they are unsure.
- Other adults make a positive contribution to good teaching, for example by supporting pupils who find learning difficult and leading phonics sessions under the direction of the teacher.
- Teachers use a good range of strategies that make lessons successful. For example, in a lesson in Year 1, pupils talked in pairs, worked with mini-whiteboards and used number lines to help with subtraction.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. For example, pupils develop good relationships with each other and with adults and work well with one another. This is because many activities in lessons involve pupils working in pairs, groups or teams.
- Marking supports teaching well and is usually detailed, with comments which help pupils improve their work. In some classes, pupils have the opportunity to respond to adults' marking in their books, but in others they do not. The marking of mathematics work is not always as precise in setting out for pupils the next steps for success.

### **The behaviour and safety of pupils is good**

- Pupils' behaviour in lessons and around the school is consistently good. Most parents, pupils and staff agree that behaviour is good. Pupils are exceptionally polite and courteous, and they get on well with one another.
  - Pupils say they feel safe in school and their parents agree. As a pupil said, 'The teachers and adults always make us feel safe in school and when we are in the playground and look after us well.' Pupils have a good awareness of e-safety, for example when using emails or the internet.
  - Pupils have a sound understanding of the different types of bullying, and report that bullying is exceptionally rare and always dealt with effectively. Pupils say that they have an adult to go to if they are worried about something. Racist incidents are extremely rare and dealt with immediately.
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- Pupils celebrate and learn about a range of cultures through assemblies and themed topics.
- Documentation shows that behaviour is managed well over time. For example, the very small minority of pupils who find it difficult to manage their behaviour have targets and plans to support them, and parents are kept well informed. Pupils believe misbehaviour in lessons is very rare and is always dealt with quickly by teachers and other adults.
- Behaviour is not outstanding because, while pupils are always well behaved in lessons, they are not always provided with opportunities to make choices and decisions for themselves. This is particularly the case when teachers spend too much time talking in lessons.
- Attendance has improved considerably since the last inspection and is now above average. This reflects pupils' enjoyment of school. Pupils are punctual to school and lessons.

### **The leadership and management is good**

- The headteacher's good leadership is shown through her commitment to ensuring that all pupils receive a good standard of education and achieve their potential.
- Self-evaluation is accurate and based on a good understanding of the school's main strengths and areas for development. A good school improvement plan outlines the correct priorities for improvement and clear actions and activities that will lead to success. Although middle managers have action plans in place for their subjects and responsibilities, these plans do not include measurable targets, making it difficult for them to demonstrate success.
- The leadership and management of teaching and learning are good. The headteacher has an accurate awareness of how good the quality of teaching is through regular observations, analysis of data on pupils progress, lesson planning and through scrutiny of pupils' work. However, most of the checks on learning are conducted by the headteacher, and middle managers have yet to be fully involved in checking the quality of provision and outcomes for their subjects, and reporting this information to the governing body.
- Good use of information from the checks on teaching and learning enables staff training to be focused and effective, and this has helped improve teaching. Targets used for the management of performance are focused on the progress of pupils and provide good challenge.
- The local authority has provided appropriately light-touch and effective support to the school. It has brokered an effective 'triad' arrangement with two other similar schools in the locality to share and disseminate good practice and assist in the moderation of teachers' assessments throughout all year groups.
- Good use is made of data on pupils' progress by the headteacher to identify trends and ensure that all pupils and groups of pupils are making good progress and have equal opportunities to succeed. Swift and effective action is taken where data suggest some pupils or groups of pupils are not achieving as well as their peers. Middle managers are less involved in using data about pupils' progress.
- Safeguarding requirements are met, and the procedures and systems to keep pupils safe are robust.

■ **The governance of the school:**

- has improved since the previous inspection because a revised and effective committee structure ensures a sharp focus on pupils' progress and achievement, including for those who are supported by the pupil premium
  - provides good support and challenge for the headteacher and has made wise appointments to the senior leadership of the school to ensure good improvements to the school's overall effectiveness.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## *School details*

<b>Unique reference number</b>	115092
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	401490

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet McCheyne
<b>Headteacher</b>	Laura Fishleigh
<b>Date of previous school inspection</b>	4 February 2010
<b>Telephone number</b>	01375 891220
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