

Inspection of a school judged good for overall effectiveness before September 2024: Chadwell St Mary Primary School

River View, Chadwell St Mary, Grays, Essex RM16 4DH

Inspection dates:

19 and 20 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The executive headteacher of this school is Christina Pumfrey. This school is part of The South West Essex Community Education Trust Limited (SWECET), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stephen Munday, and overseen by a board of trustees, chaired by John King. The executive headteacher is responsible for this school and two others.

What is it like to attend this school?

Pupils are rightly proud of their school. They are happy because they learn in a kind and orderly community. The school is ambitious for all pupils. Staff have very high expectations of pupils' behaviour and learning. As a result, pupils have exemplary relationships with each other, and many achieve very well.

'The Chadwell Way' is central to pupils' life at school. Respect, responsibility and resilience are embedded every day. Adults remind pupils about these values regularly. Consequently, pupils understand them and live them. They respect everyone they meet and aim high in all they do.

Pupils feel safe here. They know adults care about them. In return, pupils trust and listen to their teachers. They understand this helps to keep them safe as well as to learn.

Pupils take advantage of an extensive range of personal development opportunities. The school has thought very carefully about the visits, visitors, clubs and experiences pupils encounter. As a result, pupils have chances to extend their talents and interests. They attend bespoke master classes in a range of subjects. Pupils take on a variety of leadership roles. They enjoy being 'PALS' who support younger pupils and help lunchtimes to run smoothly.

What does the school do well and what does it need to do better?

The curriculum is very well designed and planned. It identifies the wide range of knowledge that pupils need to know and remember. The school teaches important information in a logical order. Pupils learn the correct knowledge at the right time. Staff frequently check that pupils remember what is taught. They ask careful questions and give pupils the opportunity to practise what they have learned. For example, in mathematics, pupils quickly recall number facts at the beginning of lessons. They then check their calculations are correct. Teachers explore any misconceptions to help pupils with their understanding. As a result, all pupils, including those who are disadvantaged and those pupils with special educational needs and/or disabilities (SEND), achieve well from their various starting points.

The phonics curriculum is planned and taught effectively. Staff are well trained to teach and assess what pupils know and can do. They ensure that all pupils, including children in the early years, keep up with the school's high expectations. Children in the Reception Year quickly learn how to listen and follow instructions. They read from carefully chosen books that match the sounds they are learning. Older pupils learn to read with fluency and confidence and discuss books maturely.

The school has clear behaviour rules, routines and expectations. Pupils learn in calm, focused classrooms. Learning is very rarely interrupted. They listen carefully to adults and to each other. They work cooperatively with their peers and routinely provide support for each other. Consequently, pupils develop highly positive attitudes to their work. They are independent and confident learners.

Pupils' attendance is high. When leaders identify pupils and their families need support to improve their attendance, they provide effective resources, advice and help. The school is doing everything possible to ensure good attendance and punctuality.

Staff have effective systems and processes for identifying individual needs and strengths, including for pupils with SEND. They have developed high-quality resources, adaptations and support for all pupils to help them progress well. Pupils with SEND learn the curriculum alongside their friends. Pupils become confident and successful, academically and socially.

Pupils thoroughly enjoy the wide range of additional opportunities available to them. They recall their trips, concerts and special events with joy. These opportunities widen pupils' learning. For example, some develop pupils' appreciation of music and art, while others, such as sign language club, help them to develop new skills. Pupils learn that the world is made up of different cultures and people. They visit various places of worship, such as churches and temples. Pupils are well prepared for life beyond school.

Leaders at all levels have established a clear and ambitious vision for the school. They support the staff with an appropriate range of training. Staff appreciate the good links they have with other staff across the trust. This supports them to develop their practice, helps their workload and increases their confidence in the work that they do.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143149
Local authority	Thurrock
Inspection number	10345447
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Board of trustees
Chair of trust	John King
CEO of the trust	Stephen Munday
Headteacher	Christina Pumfrey (Executive Headteacher) Kelly Moorcraft (Head of School)
Website	www.chadwellstmary.org.uk
Dates of previous inspection	22 and 23 May 2019, under section 5 of the Education Act 2005

Information about this school

- There is a breakfast club run by the school which provides before-school childcare.
- The school makes use of one registered alternative provision.
- The school is part of The South West Essex Community Education Trust.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector met with school leaders, the CEO and a member of the trust board.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, parents and carers, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- A range of documents were examined, including leaders' strategic plans and the school's self-evaluation.
- Teachers, support staff and subject leaders met with the inspector to discuss their views of the school.
- The inspector evaluated the responses to Ofsted's staff and pupil surveys and took account of responses to Ofsted's Parent View questionnaire, including the free-text comments.

Inspection team

Debbie Rogan, lead inspector

Ofsted Inspector

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