

Leigh Beck Junior School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 115054 |
| Local Authority | Essex |
| Inspection number | 357684 |
| Inspection dates | 14–15 February 2011 |
| Reporting inspector | Gulshanbir Kayembe |

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

| | |
|--|---|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 353 |
| Appropriate authority | The governing body |
| Chair | Joan Logan |
| Headteacher | Dave Bridge |
| Date of previous school inspection | 21 January 2008 |
| School address | Point Road Canvey Island, Essex SS8 7TD |
| Telephone number | 01268 683037 |
| Fax number | 01268 690017 |
| Email address | admin@leighbeck-jun.essex.sch.uk |

| | |
|--------------------------|---------------------|
| Age group | 7–11 |
| Inspection dates | 14–15 February 2011 |
| Inspection number | 357684 |

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They made visits to 15 lessons taught by 14 teachers. Inspectors met with groups of pupils, governors and staff. They observed the school's work, and looked at documentation including the school development plan, assessment records and safeguarding policies. They analysed completed questionnaires from staff and pupils, as well as 72 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which able pupils make enough progress.
- The school's strategies to develop pupils' writing especially that of boys.
- How well pupils understand their targets and what they need to do to improve their work.
- How accurately the school evaluates its work and, in particular, how well it assesses the impact of its provision on pupils' learning and personal development.

Information about the school

This large junior school draws its pupils from the local area on Canvey Island. The overwhelming majority of pupils are White British though there are a small number from minority ethnic heritages and, on rare occasions, the school has a pupil who speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average, though the proportion with a statement of special educational needs is a little above. Few pupils leave before the end of Year 6, but there is a steady trickle of pupils who join the school after the start of Year 3. The proportion of pupils known to be eligible for free school meals is broadly average. The school shares its site with Leigh Beck Infants School. A breakfast club, managed by the school governors, is provided every morning for pupils from both schools. The school has a range of awards including the Primary Science Quality Mark and Activemark.

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

Leigh Beck Junior School provides a good education for its pupils. Successful teaching results in good progress in pupils' learning. The strong sense of community nurtures pupils' sense of belonging and they grow in self-confidence and self-esteem. They are well supported and exceptionally well cared for. Systems for safeguarding are outstanding and are very effectively monitored by governors. Pupils feel safe and secure in school, and all parents and carers who completed the questionnaire agree that this is the case.

Pupils reach broadly average standards by the end of Year 6 in English and mathematics. Their reading skills are better than their writing skills and this tends to be the case for more boys than girls. Nonetheless, most pupils, including the majority of boys, make good progress in developing their writing as they move through the school. The school has introduced a number of initiatives including 'Talk for Writing' where pupils are encouraged to rehearse their ideas orally by talking about them with a partner. Initiatives such as these are helping to improve the quality of written work. However, the school's curriculum is not tailored tightly enough to fully meet the needs and interests of all pupils and close the small gap that remains between boys and girls.

Most teaching is good and, at its best, tasks engage pupils actively and encourage them to think for themselves. Challenge for the more-able pupils is particularly good in these cases. Occasionally, when teaching is satisfactory there are some missed learning opportunities, to extend able pupils sufficiently. Introductions to most lessons are brisk and well paced and pupils have good opportunities to carry out independent work, but in some, teachers talk for too long. Work in all classes is regularly marked and errors corrected. Marking is of good quality with clear feedback to pupils on how well they are getting on and how their work can be made better. However, this is not consistent across the school and some marking is less effective in guiding pupils to improve.

The school's effective curriculum provides good opportunities for pupils' personal development and to extend their horizons beyond the school community. The work currently on the Olympics and Paralympics, for example, has significantly widened their knowledge of sports and sportspeople from a wide range of backgrounds nationally and internationally. However, pupils do not have sufficient opportunities to develop knowledge and understanding of cultural diversity in Britain from first-hand experiences. Excellent access to computers ensures that pupils rapidly develop basic skills in information and communication technology (ICT). They also develop good practical skills in science and this is reflected in the award the school has received for its science provision.

The school is led and managed well. The headteacher provides clear direction and, works successfully in partnership with the deputy and other senior staff. Together they have established effective systems and procedures to guide the work of all staff. The school has addressed issues from the last inspection thoroughly and this has resulted in

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

improvements to provision. For example, good use is now being made of national criteria to accurately assess pupils' work. Senior staff analyse the school's performance data thoroughly to help identify the right priorities for improvement, such as developing pupils' writing. They evaluate carefully the impact of the school's work on pupils' learning and adjust new initiatives to support their successful implementation. As a result, the school has an accurate view of how good it is. Given these factors, the school has good capacity to improve further.

What does the school need to do to improve further?

- Refine the curricular provision for writing further, so that it is tailored more sharply to the needs of individual pupils, especially boys.
- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring that teachers always challenge more-able pupils and extend their thinking
 - ensuring that that teacher-led introductions or sessions in lessons are not overlong and the majority of time involves pupils working actively and independently
 - making sure that teachers provide all pupils with clear guidance for improvement when their work is marked.
- Provide more opportunities for pupils to have first-hand experiences to learn about those from backgrounds different to their own.

Outcomes for individuals and groups of pupils

| |
|----------|
| 2 |
|----------|

Pupils achieve well and make good progress from starting points that are below average. By the end of Year 6, they reach standards of attainment that are in line with national averages. When they begin, their skills in reading and speaking are generally sound and better than their skills in writing which are often of a low standard. Boys' writing skills are weaker than those of girls when they start in Year 3. The good progress pupils make is evident in their work as they improve and become more confident writers. However, a few pupils, boys more so than girls, still have difficulty in expressing their ideas or using a wide enough range of vocabulary.

Many of those who join the school at a later stage arrive with low levels of literacy and numeracy but make good progress because they are helped to settle in quickly and feel part of the school community. Being 'buddied' up with an existing pupil makes a big difference to how well new pupils settle in.

Pupils with special educational needs and/or disabilities make good progress because work is tailored to their needs and because support staff ensure that their needs are met in lessons. This is reflected in one parent or carer's comment that: 'teachers have been very supportive and always responded in a constructive and adaptive way'. Staff who provide additional teaching, such as one-to-one or in small groups, know their needs well and pitch work at a level that helps their learning. Able pupils mostly achieve as well as others. The school provides intensive tutoring and support for those who begin to fall behind or are not on track to achieve the higher levels that they are capable of at the end of Year 6. This includes intensive support for writing. The small number of pupils from minority

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

ethnic heritages achieve no differently from others. Pupils develop a good range of mathematical skills in mental arithmetic and problem solving by Year 6. In science, regular practical work helps them to make accurate measurements and record results carefully. Pupils work best when they are actively engaged. Year 5 pupils, for example, used computers well to edit the film they had made in their literacy lesson on advertising a household product. Working in pairs, they helped one another to add the sound track. All were totally engrossed and made good progress in developing new ICT skills. Overall, behaviour is good both in and out of lessons and attendance is satisfactory. Pupils have positive attitudes to learning and enjoy what the school has to offer.

Pupils develop excellent social skills, and when asked to work with others they do so readily. They enjoy the many opportunities they have to do jobs around the school and take responsibility. School councillors are active in their roles and 'PALS' enthusiastically organise games and help younger pupils at lunch times. Pupils conscientiously raise funds for good causes because they are keen to help others. They treat with respect the small number from minority ethnic heritages. Philosophy lessons assist pupils in developing good understanding about moral issues and in debating some of life's bigger questions. Pupils show curiosity about the wider world and enjoy new experiences such as learning Spanish. Through the curriculum, pupils gain some useful insights about different cultural and religious traditions but these are not overly strong.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| 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 | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| 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 |

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

How effective is the provision?

Teachers manage and organise lessons well and establish good working relationships with pupils. The pace is generally good, and teaching assistants work effectively to support learning. Lessons have clear learning objectives and teachers and pupils are clear about expected learning outcomes. Work is well matched to pupils' needs in most cases, but on occasion it lacks challenge for more-able pupils. Sometimes, lessons are too teacher led with insufficient opportunities for all pupils to be actively engaged. Teachers use questioning well in most lessons to check pupils' understanding before moving onto the next stage of learning. In most lessons there are good opportunities for paired talk and group work, which pupils enjoy. Teachers assess progress very carefully so that they have a good understanding of individual pupils' learning. There are many examples of good quality written feedback, especially in pupils' literacy books, but the use of constructive comments for improvement is not consistent across the school. Hence, though pupils know their targets, they are not always as sure about how to improve their work.

The school's curriculum includes good provision for English and mathematics. To further improve writing is a key priority for the school. A good range of curricular initiatives are making a positive difference. These include: 'Talk for Writing'; work on letter sounds in Year 3 to improve spelling and a themed curriculum which promotes effective links across subject boundaries. However, there is more to do. A focus on developing investigation skills in science is supporting pupils' ability to find answers to scientific questions through experiments and analysis of the data they collect. Very good opportunities for sports, such as swimming, encourage healthy lifestyles. The breakfast club provides a healthy and positive start to the day.

Pastoral care of pupils is exceptionally good with significant attention given to their welfare and well-being. Work, with other agencies and professionals, is very effective in supporting the needs of potentially vulnerable pupils and their families. The school has developed a robust approach to improving attendance and it has successfully seen a reduction in persistent absenteeism. However, the school has not been as tenacious when pupils' attendance is not low enough to require external intervention.

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?

School leaders have created a very positive climate for staff to work in. They work well as a team and are keen to improve and continue to raise standards. Middle managers have a clear sense of their roles and responsibilities and make sound contributions to the school's

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

self evaluation. The governing body is well led and provides good oversight of the school's work. Governors are encouraged, and confident, to ask probing questions about the school's performance. They are successfully developing their role in monitoring its effectiveness. The governing body ensures that safeguarding procedures are exceptionally rigorous and all adults are thoroughly checked and vetted before working in school. Risk assessments are robust and exceptionally good attention is paid to training for all staff and governors on safeguarding issues. The school's approach to equality of opportunity and the way in which it tackles any discrimination is good: the performance of different groups is carefully checked. The large majority of pupils achieve well and the school is working to address any identified gaps in their learning. The school has established good local partnerships and relationships with other professionals as well as parents and carers. Parents and carers are consulted regularly about their views on different aspects of the school's provision. Links with the local community are strong and support the school's promotion of community cohesion. For example, the school hosts Canvey Island's annual cross country festival and provides ICT courses for families. The school itself is a very cohesive community. Its plans to promote community cohesion reflect a highly developed understanding of its own context and pupils' backgrounds. The curriculum has been developed, as a result, to include opportunities, such as Spanish lessons, to learn about different cultures and religions. From its own analysis of the impact of its community cohesion work, the school knows that there are insufficient first-hand opportunities for pupils to learn about the cultural diversity in British society.

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 | 2 |
| 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 | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Views of parents and carers

There were a low number of responses to the questionnaire but of those parents and carers who did reply almost all were very satisfied with the school and what it provides for their children. They are particularly happy with how the school keeps their children safe,

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

helps them to develop healthy lifestyles and deals with behaviour. They are also very satisfied with the leadership and management of the school. Most of the written comments were positive and praised the staff and headteacher for the effectiveness of their work. A very small number of parents and carers felt unsure and uninformed about the progress their children are making. Inspection evidence indicates that pupils make good progress on the whole and there are formal and informal mechanisms for finding out about children's progress. A very small number of parents and carers had specific and individual issues with the school and the inspection team would encourage them to discuss these with the school or governors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leigh Beck Junior School 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 40 | 56 | 30 | 42 | 2 | 3 | 0 | 0 |
| The school keeps my child safe | 49 | 68 | 23 | 32 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 29 | 40 | 38 | 53 | 4 | 6 | 0 | 0 |
| My child is making enough progress at this school | 35 | 49 | 35 | 49 | 2 | 3 | 0 | 0 |
| The teaching is good at this school | 41 | 57 | 30 | 42 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 33 | 46 | 36 | 50 | 1 | 1 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 34 | 47 | 37 | 51 | 0 | 0 | 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) | 33 | 46 | 37 | 51 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 31 | 43 | 38 | 53 | 0 | 0 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 34 | 47 | 37 | 51 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 28 | 39 | 40 | 56 | 1 | 1 | 1 | 1 |
| The school is led and managed effectively | 39 | 54 | 30 | 42 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 48 | 67 | 22 | 31 | 2 | 3 | 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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 February 2011

Dear Pupils

Inspection of Leigh Beck Junior School, Canvey Island SS8 7TD

Thank you for giving us such a friendly welcome when we visited your school recently and for sharing your views with us. Your school provides you with a good education that helps you to make good progress not just in literacy and numeracy but across a range of areas. You get good opportunities to work on computers which you enjoy. We liked the wide range of art and craft work and the photographs of your successes in team sports around the school. You say you enjoy learning especially when you are actively involved. Staff take exceptionally good care of you and you tell us you feel safe at school. We agree with you that behaviour is good. We also noticed how well you get on with one another and the many things you do to help out in school. You enjoy sporting and physical activities and know what healthy eating is all about.

You make good progress because your teachers provide you with a good range of activities in lessons and keep a close check on your learning. They ask questions that make you think and give you good opportunities to work with others. Your headteacher makes sure that staff and governors put your learning and well-being first. All staff are keen to keep improving your school and making it even better. To help them do this, we have asked your headteacher and staff to:

- to look for more ways of helping you, and especially some of the boys, to make even more progress in your writing
- improve the teaching even more so that all of it is good or better by giving able pupils work that is more challenging, making all lessons interesting and active and always giving you clear advice on how to improve your work
- give you more opportunities to mix with those who come from backgrounds that are different to your own.

We know that you will continue to help your school improve by doing your best work at all times and we wish you all every success in the future.

Yours sincerely

Gulshanbir Kayembe

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 0300 123 4234, or email enquiries@ofsted.gov.uk.