



East Tilbury Junior School

Inspection Report

Unique Reference Number 115010
LEA THURROCK LEA
Inspection number 279494
Inspection dates 29 November 2005 to 30 November 2005
Reporting inspector Ms. Ruth Frith LI

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

Type of school	Junior	School address	Princess Margaret Road
School category	Community		RM18 8SB
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01375846181
Number on roll	335	Fax number	01375857846
Appropriate authority	The governing body	Chair of governors	Mr. Ray Osbourne
Date of previous inspection	Not applicable	Headteacher	Mrs. Judith Murphy

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large junior school situated in East Tilbury. Most pupils come from the immediate residential area or the nearby area of Linford. The percentage of pupils receiving free school meals is below the national average. Children's attainment on entry to school is below that usually seen in children of this age. The percentage of pupils with special educational needs is above average. Most children come from White British backgrounds but a very small minority come from other ethnic groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well and enjoy their learning. It provides good value for money. Improvement since the last inspection has been good. Recent developments in the curriculum have helped to improve standards in reading, and information and communication technology (ICT). These are beginning to have an impact on writing. By the end of Year 6, children reach standards that are broadly average but standards in mathematics are slightly lower than those in English and science. The curriculum is good, but the planning for numeracy does not meet the needs of all pupils. Teaching and learning are good overall but in a small minority of lessons more capable pupils are not sufficiently challenged. Leadership and management are good. Staff generally have a clear understanding of the school's strengths and identify appropriate priorities for improvement. This arises from the good self-evaluation procedures, the results of which are similar to the inspection findings. However, the process for setting targets is not as rigorous as it should be, so there is some confusion over what the school is aiming towards. Recent developments, the commitment of staff and governors, together with the headteacher's good leadership indicate that the school has a good capacity to improve even further.

What the school should do to improve further

- Raise standards in mathematics by matching the National Numeracy. Strategy to the needs of pupils through better planning.
- Ensure that all teaching challenges the more capable pupils and gives them sufficient opportunities to learn independently.
- Review the procedures for setting targets, fully taking into account pupils' attainment when joining the school.

Achievement and standards

Grade: 2

Standards in national tests at the end of Year 6 are average. The test results were above average in 2002, but since then have been consistently average. Pupils' attainment when they join the school is below average and they make good progress. Results in English have gradually improved since 2003 as a result of a well planned strategy to improve pupils' reading skills. The school has recognised that standards in writing are lower than those in reading and has adjusted the curriculum to focus on improving writing. Mathematics results are consistently slightly lower than those of English and science. The proportion of pupils gaining the higher Level 5 is average in English, but slightly below average in mathematics and science. The school set itself challenging targets for its performance in 2005 and came very close to meeting them. Its current targets for 2006 are particularly challenging. Boys and girls achieve equally well. Pupils with learning difficulties are well supported by the teaching programme and the teaching assistants, and consequently make good progress. The very few children from minority ethnic groups achieve as well as other pupils.

Personal development and well-being

Grade: 2

Personal development and well-being of pupils are good. Pupils enjoy coming to school and have good attitudes towards their work. Attendance has improved since the last inspection and is now above the national average. Pupils get on extremely well with each other and with adults. Good collaboration in class through 'talking partners' helps the pupils to learn more by sparking ideas off each other. Pupils behave well in lessons, at lunch and in the playground. They move around the school sensibly and safely. There are a number of opportunities for pupils to contribute to the school community by being prefects or play leaders and by successfully leading assemblies. However, the school council is not sufficiently effective in giving pupils a voice in school matters. There are missed opportunities for older pupils to get fully involved, for example, in running the tuck shop. Well established personal, social and health education ensures that pupils know how to keep safe and live healthily. Pupils enthusiastically take part in an exciting range of sport. The school provides a well balanced lunch menu but many pupils are still reluctant to experiment with vegetables. The spiritual, moral, social and cultural development of pupils is good. Pupils respond well to the chances to reflect on their own lives and the lives of those less fortunate. The school is successful in teaching pupils right from wrong. Knowledge about other cultures has improved since the last inspection. There is a very strong promotion of European languages, and together with their good achievement in basic skills, this helps to prepare pupils for life beyond junior school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. No unsatisfactory teaching was seen, which is an improvement since the last inspection. Lessons are generally well planned and build well on what pupils already know. Teachers use a variety of different activities to involve pupils and make sure that they understand what they are expected to learn. In most lessons, pupils are well managed and behave well. The teaching assistants are very well deployed and provide a good level of support for pupils with learning difficulties. The most effective lessons are very well structured and paced. Teachers use questions well to check pupils' understanding and enable pupils to work well with each other. Teachers have high expectations of pupils' achievement and include additional challenge for the most able pupils. Pupils are fully involved, enjoy learning and behave very well. In a few less effective lessons, the work does not challenge sufficiently, especially the higher attaining pupils. There are too few opportunities for pupils to use their initiative and learn independently. Pupils' attention is not engaged effectively and they become easily distracted and learn more slowly. Marking is thorough and encourages pupils through praise and rewards. Pupils' are given targets for improvements, although they have few opportunities to assess their own work. Pupils' attainment is regularly assessed and the results are used to identify pupils who

need additional support. Assessment records are not used sufficiently in planning what pupils will learn in numeracy. Pupils with learning difficulties are assessed and guided well in their learning.

Curriculum and other activities

Grade: 2

The school provides a good curriculum for all pupils which fully meets the national requirements, stimulates learning and helps children to achieve well. There is a good range of specific support for those pupils who experience difficulty with their learning. Staff generally use the national strategies for literacy and numeracy effectively but in numeracy the published programmes are not always tailored sufficiently to the needs of pupils. The school has developed the English curriculum well by introducing new methods of learning. Improvements in teaching and resources have led to a more interesting curriculum in ICT, which develops pupils' skills of independent learning, for example in mathematics. Improvements in the physical education curriculum have successfully supported the school's drive to promote a healthy lifestyle for pupils. A wide range of additional activities enriches the curriculum, engages pupils' interest and develops their understanding. For example, the school has a long history of teaching French to all pupils. There are many successful and well-attended clubs.

Care, guidance and support

Grade: 2

The school cares for its pupils well. The systems to check attendance, lateness and minor accidents are particularly impressive. Welfare staff look after the medical needs of pupils extremely well. Child protection procedures are in place and all staff are aware of them. Staff are quick to notice if a pupil is unhappy and help them to resolve the problem. Pupils are confident that adults in the school will listen to them if they have worries. Pupils with learning difficulties make good progress because the school is effective in finding new methods of teaching and support that meet their needs. Staff work closely with outside professionals for expert advice. Work is pitched at the right level for most pupils, but on occasion the more able pupils are not given sufficient opportunities to work out things themselves and be more independent in their learning.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides a clear vision for the school based on the desire to widen pupils' experiences and provide them with opportunities to achieve as well as they can. She has been particularly effective in creating a strong team who work well together to promote children's well-being, and raise pupils' and parents' expectations. Subject leaders have a clear understanding of their roles but there are variations in their use of assessment to inform subject planning and set targets. The school has a strong sense of common purpose and relationships are good. The performance of teachers and managers is monitored effectively and the

school is very successful in its training of new teachers. The school has appropriate systems for checking how well it is doing and identifying what it could do better. However, the procedures for setting academic targets are not sufficiently rigorous. The views of staff, governors, parents and pupils are sought and acted upon. The school makes good use of its partnerships with other schools to ensure a smooth transition for pupils entering or leaving the school. Governance is good. Governors meet their statutory duties and know the school well. They effectively influence its strategic direction and are actively involved in school life. They have been instrumental in the planning and building of a school and community hall. Financial management is effective with money allocated to the areas identified as priorities. The good achievement of children and the good work of the headteacher, staff and governors, mean that the school's capacity for further improvement is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to say how much we enjoyed visiting your school. Thank you for making us feel so welcome and for talking to us about your school and the work you have done. We particularly liked the following: - you really enjoy school and are keen to do good work - you behave well, are kind to each other and work and play together well - you do well in school and, by the time you leave to go to secondary school, reach standards similar to other eleven-year-olds - the curriculum is good, which helps to make lessons interesting - you particularly like the very good range of clubs and other activities, such as visits. - you enjoy your French lessons - staff look after you well, you feel safe in school and know whom to go to if you are worried about anything - staff work very well together as a team to ensure that you learn well and that teaching is good. Mrs Murphy gives good leadership and is always keen to improve the school further. We have agreed that staff will do the following things: - raise standards in mathematics by developing the way teachers plan their lessons and match the work to the level you should be working at - ensure that in all lessons, the most capable pupils are being sufficiently challenged to do the best they can - make sure that Year 6 pupils have a clear target for what they can achieve in the national tests. Thank you once again and good luck in the future.