

# East Tilbury Junior School

## Inspection report

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<b>Unique reference number</b>	115010
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	378982
<b>Inspection dates</b>	23–24 January 2012
<b>Lead inspector</b>	Mary Summers

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

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Osborne
<b>Headteacher</b>	Paul Griffiths
<b>Date of previous school inspection</b>	29 January 2009
<b>School address</b>	Princess Margaret Road East Tilbury Tilbury RM18 8SB
<b>Telephone number</b>	01375 846181
<b>Fax number</b>	01375 857846
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	23–24 January 2012
<b>Inspection number</b>	378982



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## Introduction

Inspection team

Mary Summers

Additional inspector

Alan Radford

Additional inspector

Christopher Christofides

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 16 lessons taught by 10 teachers and met with groups of pupils, members of the governing body and staff. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and of the questionnaires returned by 65 parents and carers during the inspection. Inspectors observed the school's work, and looked at documents associated with safeguarding procedures and self-evaluation. They examined data and other information about pupils' progress, listened to pupils read and looked at samples of their work. Inspectors also scrutinised the school's improvement plans, as well as the curriculum and teachers' planning for lessons.

## Information about the school

Most of the pupils who attend this average-sized primary school come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those with special educational needs is also average. Many of these have moderate learning difficulties. The school meets the government's current floor standard. The school has won a number of national awards in recent years, including the International Schools Intermediate award, and has gained national Healthy Schools status.

In April 2012 the school will become an academy. It will be part of a family of schools including the neighbouring infant and secondary schools, adopting the Co-operative model.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key findings

- This is a satisfactory school that is improving rapidly because of the good leadership provided by the headteacher and senior leaders. Well-structured and rigorous procedures are improving the quality of middle management, teaching and pupils’ achievement, which is currently satisfactory.
- Pupils’ behaviour is good. This enables pupils to concentrate on their learning. Pupils and their parents and carers recognise that a very few pupils find it difficult to behave well, but acknowledge that the school deals quickly with any incidents.
- The school has an accurate view of its strengths and weaknesses. Very thorough and well-organised improvement plans are being implemented and monitored carefully by senior leaders and the governing body.
- The quality of teaching is satisfactory. Teachers provide useful guidance to pupils when they mark their books, but pupils are not always aware of their individual targets for improvement. In some lessons, pupils are not involved actively enough in their learning. Nonetheless, teachers are committed to improving their practice and value the support and guidance offered by advisors and colleagues from other schools.
- There are clear plans in place to ensure that pupils build progressively on their reading, writing and mathematical skills. There are fewer opportunities within other subjects for pupils to practice and refine these skills.
- The school tracks pupils’ progress very carefully and takes prompt action to meet the needs of any who are falling behind. Sometimes, the information is not used well enough to ensure that lessons challenge the more-able pupils.
- Links with parents and carers are developing, but are not yet sufficiently strong to contribute effectively to pupils’ learning and development.

Schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve teaching so that 80% is good or better by July 2012 by:
  - ensuring that pupils are clear about their targets for improvement and how to achieve them
  - challenging more-able pupils consistently in lessons
  - ensuring that pupils are engaged actively in learning during lessons for the maximum amount of time.
  
- Extend the range of opportunities for pupils to develop literacy and numeracy skills in different subjects.
  
- Strengthen links with parents and carers to encourage them to become active partners in their children's learning.

## Main report

### Achievement of pupils

Most parents and carers who returned questionnaires said that their children were making good progress, but inspectors found that progress was satisfactory overall. Pupils enter Year 3 at average levels of attainment and leave at the end of Year 6 at broadly average levels. After several years when pupils' attainment had been average, it dropped sharply in 2010. A successful system of individual and small-group support for pupils ensured that, in 2011, attainment rose to above average in reading and writing and broadly average in mathematics.

Pupils are making satisfactory progress in reading, with most pupils in Year 3 working at broadly expected levels. They have a good knowledge of their letters and sounds to be able to sound out new words. Pupils in Year 6 enjoy reading a range of novels. One Year 6 class was reading 'The Eye of the Wolf' and reflecting sensitively on the hardships faced by the two main characters. Pupils are making satisfactory progress in writing, especially in literacy lessons, where they learn new skills and put them into practice during focused writing sessions. In a Year 3 lesson for example, pupils made good progress when they learned how to use 'time connectives' to structure the opening part of their mystery stories. Pupils do not have enough opportunities for pupils to practise and refine their reading, writing and mathematical skills in different subjects.

Boys' attainment in mathematics was lower than that of girls in Year 6 in 2011 and the school has rightly focused on improving this over the current year. The gap is closing quickly, with boys on track to gain higher levels this year. Disabled pupils and those with special educational needs make the same progress as others. More-able pupils make satisfactory progress, but are not always challenged to work at the high levels of which they are capable, for example, when they repeat work that they can already do.

Pupils enjoy their learning, especially when they are actively involved and stimulated

by the content of lessons. Pupils in Year 6 extended their knowledge of coordinates successfully when they worked with positive and negative numbers in four quadrants. They made excellent progress in this lesson because the activities were challenging, interesting and involved pupils in a great deal of discussion.

### **Quality of teaching**

Teachers have secure subject knowledge and plan together well in year groups to avoid any repetition of work and to ensure equal opportunities for all pupils. They manage behaviour well, dealing quickly with the few minor issues that arise. Staff follow the school's behaviour policy consistently and pupils are clearly aware of the rewards and sanctions that apply. Tracking systems are used well to identify pupils who need additional help and support, but less successfully to pitch work at high enough levels for more-able pupils. The school has focused well on developing consistency in marking procedures and teachers provide helpful pointers for improvement regularly in pupils' books. Teachers have been trained in the target-setting process, but pupils are not always clear about the next steps in their learning.

Relationships between teachers and pupils are strong and result in a positive atmosphere for learning. The initial parts of lessons are consistently good, with teachers engaging pupils well in a range of quick-fire activities which keep them on their toes and involve them actively in their learning. This was seen in a mathematics lesson in Year 5 in which pupils used individual whiteboards to record the answers to quick calculations involving decimal fractions and discussed their strategies with a partner. Sometimes, the main teaching sections of lessons are less engaging, with teachers talking for too long, leaving too little time for pupil activity. In these situations, pupils lose concentration and this hinders their progress.

Topic work is being developed throughout the school and is beginning to make learning more relevant and interesting to pupils. Pupils have too few opportunities to practice their literacy and numeracy skills in other subjects. Most pupils and their parents and carers who completed the questionnaire said the teaching was good, but inspectors found it to be satisfactory overall, though showing distinct signs of improvement.

### **Behaviour and safety of pupils**

The large majority of parents and carers say that pupils' behaviour is typically good and that it has improved greatly since the last inspection. This is because the school has introduced very clear procedures to ensure that pupils know what is expected of them and the rewards and sanctions that follow. While pupils and their parents and carers identify a few incidents of inappropriate behaviour, they say that these are rare and are dealt with well. Pupils say that minor arguments in the playground are resolved quickly, often by play leaders in Year 6. The two playgrounds are well supervised at break and lunch times and pupils are confident to go to adults on duty if they have a problem. The school's records show that there have been very few exclusions and no racist incidents recently, which is an improvement on previous years. The school is a harmonious community, which is safe and well maintained. Attendance is average and improving. Punctuality is good, with the vast majority of pupils arriving in plenty of time for the start of the school day. Most pupils are

enthusiastic about learning and respond well, especially when lessons engage their interest. Year 6 pupils talked very sensitively about the work of Martin Luther King, one reciting part of his famous speech, 'I have a dream...', which she had memorised because, she explained, 'I thought it was really important.'

Most pupils have a very clear understanding of what constitutes bullying and how the school deals with it. They know how to decide upon a safe password and why it is important not to enter personal details on to computer websites. Local police officers visit the school regularly to teach pupils about cyber-bullying and how to keep safe on the roads, the level crossing and around the village.

## **Leadership and management**

The school has benefited greatly from its current leadership, which has successfully galvanised teachers' commitment and re-energised school life. Staff are working well as a team to support the school's vision and drive improvement forward. Middle leaders now play an important role in driving school improvement, monitoring pupils' progress regularly and providing workshops for teachers.

The governing body provides good strategic leadership and challenge to the school. Although several of its members are newly appointed, it has a wide range of skills with which to support the school's work. The governing body has developed successful systems to monitor and evaluate the success of the school's plans. Good relationships throughout the school mean that pupils are known well to adults and their needs are addressed individually, ensuring that all pupils have equal opportunities to succeed. There is no evidence of discrimination of any kind. School leaders, including the governing body, monitor the well-being of pupils actively and ensure that all safeguarding requirements are met.

School leaders have an accurate understanding of the school's strengths and what requires improvement. The school improvement plan focuses on raising standards. Improvements in pupils' attainment, as well as more effective senior and middle leadership and governance, show that the school has a good capacity for sustained improvement. Partnerships with parents and carers are growing but are not yet fully effective in helping them take an active role in their children's education.

Leaders have supported teachers well through a programme of rigorous classroom observation and professional development, which is now showing an impact on their teaching. Assessment systems have been revised to make them more accessible to teachers, who are now being held accountable for their pupils' progress. The curriculum is broad and balanced and helps develop academic and personal skills. It includes a good range of opportunities for pupils to engage in sporting, musical and other creative activities in after-school clubs. Pupils enjoy two residential trips during their time at the school, designed to extend their academic and physical skills as well as helping them to learn to live together away from home. Pupils' spiritual, moral, social and cultural development is good. This is evident from the positive relationships that exist throughout the school and pupils' sensitive reflections during assemblies and lessons.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



25 January 2012

Dear Pupils

### **Inspection of East Tilbury Junior School, Tilbury, RM18 8SB**

Thank you so much for welcoming us recently and giving us your opinions about the school. Your views in the questionnaire and everything else that we saw helped us to get to know your school and how well it works. You go to a satisfactory school. Here are some of the things we liked best.

- You get on well with your teachers and with one another and enjoy coming to school. Your behaviour is good and the few pupils who have difficulty behaving are supported well by adults.
- You have a very clear understanding of what bullying is and you say that any rare cases of bullying are quickly dealt with.
- There are many clubs for you to join so you can learn different skills and hobbies.
- The headteacher, deputy headteacher and governing body do a good job in keeping you safe and helping the school to improve.

We have asked the school to do the following are the things to make it even better:

- set you work that is always matched to your ability and involve you actively in learning
- make sure that you know your individual targets for improvement
- plan more opportunities to practise your reading, writing and mathematical skills in different subjects
- extend the links with your parents and carers to help them support you in your education.

You all can play your part in helping your school become even better by making sure you come to school every day, unless you are ill, behave well and continue to work hard.

Yours sincerely

Mary Summers  
Lead inspector (on behalf of the inspection team)

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