

Jotmans Hall Primary School

Inspection report

Unique Reference Number	115251
Local Authority	Essex
Inspection number	357719
Inspection dates	16–17 February 2011
Reporting inspector	John Mitcheson HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Paul Hodges
Headteacher	Nicki Kadwill
Date of previous school inspection	18 September 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors who observed 10 lessons and eight teachers. They held meetings with senior leaders, subject leaders, the Chair of the Governing Body, a group of Year 6 pupils and the school council. Inspectors also observed the school's work, and looked at a range of documentation including 47 questionnaires from pupils, 22 from staff and 98 from parents.

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

- The attainment of different groups of pupils and the reasons for some underachievement of lower-achieving boys in Key Stage 1 in 2010.
- The effectiveness of the Early Years Foundation Stage in preparing children for learning later in Key Stage 1.
- The quality of the school's lesson monitoring and its impact on pupils' learning.
- The elements of the curriculum that senior leaders consider to be good and their impact on pupils' learning and well-being.
- The effectiveness of senior leaders and managers in securing sustained improvements since the last inspection.

Information about the school

Jotman's Hall Primary School serves pupils from South Benfleet. The vast majority are White British. The percentage known to be eligible for free school meals is well below the national average. The percentage of pupils that have special educational needs and/or disabilities is similar to the national average but an above average proportion has a statement of special educational needs. The school provides daily pre- and after-school registered childcare for up to 24 pupils in the Woodlands Club.

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?**3****The school's capacity for sustained improvement****3**

Main findings

Jotman's Hall provides its pupils with a satisfactory education. It has some important strengths; its buildings provide a good environment in which to learn, pupils feel very safe, they lead healthy lifestyles and engage well with the community. Their social, moral, spiritual and cultural development is good. Pupils' enjoyment of school is reflected in their attendance which is above the national average. They say it is a happy, friendly school where 'staff know us really well'. The vast majority make satisfactory progress by the end of Key Stage 2 and attain standards that are similar to national averages.

Despite these strengths, outcomes for some pupils are not as high as they could be. Teachers' assessments of the standards attained by pupils at the end of Key Stage 1 are persistently low. Most pupils in Years 1 and 2 make satisfactory progress but last year a small proportion of less-able pupils, including a small minority of boys with special educational needs and/or disabilities underachieved. This was mainly because their specific needs were not met in whole-class teaching and their progress was not closely monitored. Senior leaders have responded to this by implementing changes to the curriculum and the way it is taught to engage pupils' interest, provide tailored support for them and monitor their progress much more rigorously. This is leading to improvement. The school's current data indicate that these pupils are progressing satisfactorily.

Pupils are kept very safe; they are taught how to look after themselves and about the dangers they face outside of school. They eat healthily, enjoy regular physical education and sport and understand how to lead a healthy lifestyle. Pupils contribute to the school by volunteering as councillors, sports captains, playground buddies and by running the school tuck shop. They are actively involved in fund-raising and engage with children from the neighbouring special school. Regular visitors to assemblies strengthen pupils' understanding of different religions and beliefs and established links with Uganda and China reinforce their cultural awareness.

The quality of teaching is satisfactory. Decisive action has been taken to eradicate some ineffective teaching and regular lesson monitoring is leading to a higher proportion of good teaching. The slow pace and lack of challenge for pupils in some lessons show that these improvements are not consistent across all classes. Lesson observations focus on the quality of teaching but pay less attention to the quality of pupils' learning. Periodic assessments enable teachers to track pupils' progress over time but not all of them use this information to plan tasks in lessons that suit lower-ability pupils or to challenge the most able. Not all teachers use classroom assistants effectively to teach and support learners.

A broad, balanced curriculum is enriched by a good range of after-school clubs, educational visits and school events. Inspectors found the curriculum to be satisfactory for the vast majority but also noted that it does not meet the needs of a minority of lower-

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achieving pupils in Key Stage 1. Senior leaders have made some recent adaptations to improve this which are helping to improve their literacy and numeracy skills, including their handwriting but require more time before they impact fully on outcomes for pupils. High quality pastoral care helps most pupils to enjoy school, promotes their well-being and ensures their regular attendance.

Leadership and management are satisfactory. The headteacher and her team of senior leaders know most of the school's strengths and weaknesses but their evaluation of its effectiveness is inaccurate in parts because their analysis of performance data is not rigorous enough. Procedures to track pupils' progress generate a wealth of information but this is not matched to other external data to pin-point all areas of weakness. Plans which accurately capture the right priorities for improvement are in place, though some of the priorities lack measurable, interim targets to ensure that long-term targets are met. Governors meet all their statutory duties, including safeguarding arrangements which are good. They provide good support for the school and have a reasonably clear idea of its main strengths and weaknesses. However, they do not challenge school leaders enough about its performance. Value for money is satisfactory. The school engages well with parents; questionnaires show that the school and its leaders have their overwhelming support.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement in Key Stage 1 by:
 - embedding procedures to monitor the progress made by potentially vulnerable pupils and regularly checking to see that the additional support provided for them leads to sustained improvements
 - adding further challenge in literacy lessons to improve pupils' handwriting
 - continue to monitor the quality of teaching and providing clear advice to teachers on how to improve pupils' progress in lessons.
- Improve the quality of teaching so it is consistently good in at least 60% of lessons by:
 - using assessment information to plan lessons that enable pupils of different abilities to succeed in, and enjoy, their learning
 - deploying classroom assistants effectively so that their time is spent teaching and supporting learners, rather than listening to the teacher
 - balancing the amount of teacher-talk in lessons with time for pupils to learn by themselves, in pairs and in small groups
 - setting pupils clear timescales to complete their work and increasing the pace of learning
 - raising teachers' expectations of what some pupils are capable of achieving.
- Improve the quality of leadership and management by:

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- engaging all staff and governors in a thorough interrogation of all performance data and match it with the school's own assessment information so that senior staff can articulate a clear, coherent overview of how well all pupils are achieving
- use all of this information to set short-term, measurable improvement targets that can be regularly monitored to ensure that long-term improvements are met
- shifting the focus of lesson observations from what teachers are doing to how well pupils are learning
- increasing the challenge provided by governors for the headteacher.

Outcomes for individuals and groups of pupils

3

Standards attained by pupils in Key Stage 1 have been below national averages for the past three years. Results in reading and mathematics are generally better than in writing. A scrutiny of pupils' books showed that strategies to improve pupils' writing such as 'the big write' are improving the quality of their written work. Pupils' progress is accelerated in Key Stage 2. Better quality teaching and additional one-to-one support for targeted pupils ensures that by the end of Year 6 the majority of them meet the expected standards in English, mathematics and science. In 2010 a higher than average percentage of Year 6 pupils attained Level 5 in English and mathematics. Current data suggest that pupils are on track to meet the challenging targets set this year.

The vast majority of pupils behave well but regular minor incidents on the playground show that not all pupils behave considerately towards each other. Pupils say that bullying is rare and when it does occur it is dealt with quickly. Good attendance helps pupils to develop good habits for the next stage of their education but the low level of basic skills of a minority of pupils compromises their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account:	
Pupils' attendance ¹	2
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

How effective is the provision?

Relations between pupils and staff are strong, routines are well established and pupils generally show interest in their work. In the most effective lessons, teachers plan tasks that match the different abilities of pupils and deploy teaching assistants well to support individual needs. The pace of some lessons is too slow because teachers talk for too long and pupils are not challenged to complete tasks promptly or independently. Teachers set personal targets for pupils and make regular assessments but the data generated from this monitoring are not always used effectively by staff to provide a clear picture of how well they are progressing. Teachers and managers are making better use of the information they have about different groups of pupils to overcome the variations in the progress of pupils of different abilities and to promote equality of opportunity which is satisfactory. They have a thorough knowledge of those pupils who are deemed potentially vulnerable but have not been able to avoid some of them underachieving in the past.

The school has forged good partnerships with other schools and agencies to provide additional opportunities for pupils and to support their personal development. Senior leaders and governors are working in partnership with a number of other local schools to secure Trust Status. The school acts as a hub for extended services in the area and provides a range of after school activities that contribute well to the care and well-being of pupils. The good quality of its out-of-school-hours childcare in the Woodland Club has been recognised by its achievement of the Aiming Higher quality mark. Pupils say they feel

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confident about transferring to their next school. Other guidance to help them attain the targets set for them is variable and has restricted the progress of a small proportion of lower-ability pupils in Key Stage 1.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders are motivated to seek improvement. Their monitoring of lessons has had a positive impact on improving the quality of teaching but has focused less on the quality of pupils' learning. Subject leadership in literacy and numeracy has been enhanced since the last inspection but is less well developed in information and communication technology where assessment data are not collated so pupils' achievement in this subject is unclear. The school communicates well with parents and carers, regularly surveying their views and providing opportunities to speak with staff. Parents' fund-raising activities makes a significant contribution to the school. Governors are not fully engaged in self-evaluation which limits their ability to challenge senior leaders about aspects of the school's performance. They closely monitor the safeguarding of pupils through effective regular checks and training for governors. They ensure that the school actively promotes community cohesion by establishing links with other children in the community and in the wider world.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage gives children a satisfactory start to their education and prepares them adequately for learning later in Key Stage 1 and beyond. Staff provide a rich, stimulating environment in which to learn. They make regular assessments of how well children are progressing. Their data show that based on their below average starting points, the majority of children make satisfactory progress. They learn together happily in classrooms but at times, they are sitting on the carpet for too long listening to teachers' instructions. Children enjoy teacher-directed activities and playing together but are not always encouraged to venture beyond the classroom to learn outdoors. Regular communication and good relations with parents and carers help children to settle quickly and enjoy learning together. The quality of teaching and leadership and management are satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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Views of parents and carers

The vast majority of parents and carers are happy with the school. They say that their children enjoy school, they are kept safe and they are making sufficient progress. Parents and carers are satisfied with the quality of teaching and the leadership and management provided. Most, but not all, feel that the school deals effectively with pupils' poor behaviour. Inspectors found that the school deals adequately with incidents that occur. Discussions with pupils confirmed that they feel teachers resolve minor issues promptly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jotmans Hall Primary 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	59	37	38	1	1	0	0
The school keeps my child safe	60	61	36	37	1	1	1	1
My school informs me about my child's progress	51	52	36	37	10	10	1	1
My child is making enough progress at this school	49	50	41	42	4	4	2	2
The teaching is good at this school	53	54	42	43	3	3	0	0
The school helps me to support my child's learning	49	50	38	39	7	7	0	0
The school helps my child to have a healthy lifestyle	53	54	41	42	4	4	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)	43	44	45	46	5	5	0	0
The school meets my child's particular needs	50	51	43	44	5	5	0	0
The school deals effectively with unacceptable behaviour	43	44	37	38	12	12	2	2
The school takes account of my suggestions and concerns	46	47	4	41	8	8	0	0
The school is led and managed effectively	59	60	34	35	4	4	0	0
Overall, I am happy with my child's experience at this school	59	60	35	36	4	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



18 February 2011

Dear Pupils

Inspection of Jotmans Hall Primary School, Benfleet, SS7 5RG

Earlier this week we visited your school to see you learning in your lessons and met with some of you. Thank you for welcoming us to your school. In particular we can thank the pupils in Year 6 and members of the school council who met with us. You represented your school very well. Most of you enjoy school life. Your attendance is good and many of you enthused about the range of educational visits and after-school clubs on offer. You said that your school is a friendly place to be. We found that it provides you with a satisfactory education but a few aspects need improving to make it really good. We have asked your headteacher and school governors to make the following improvements:

- continue to check how well those of you in Key Stage 1 are doing and give you more help with your handwriting
- ask teachers to plan activities to help all of you enjoy lessons, set you clear timescales to complete your work and give you time to learn together in pairs and in small groups
- ask your teachers and governors to regularly check how well you are doing and watch carefully how well you are learning in lessons.

You can help your headteacher by letting her know through your school council what your views are about the school and what improvements you would like to see.

Best wishes for the future.

Yours sincerely

John Mitcheson

Her Majesty's Inspector.

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