

# The Alderton Junior School

Alderton Hall Lane, Loughton, IG10 3HE

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has improved significantly since its last inspection. The schools' leaders have successfully identified and tackled areas of weakness.
- Pupils make good progress and enjoy learning. Attainment has risen in the last two years, particularly in mathematics and is now broadly average.
- The quality of teaching has improved to good. Teachers plan lessons effectively and most deliver them so that pupils' needs are well met and they make good progress.
- Teachers question pupils well and use their answers to keep a close check on how well they are doing.
- Pupils say they feel safe in school and parents responding to Parent View agree.
- Pupils behave well in classrooms. They feel safe in school and are courteous and polite to each other and visitors. Their attendance has risen in recent years and is now broadly average.
- Senior leaders know the school well and are aware of its strengths and areas for development.
- Governors make sure they are well informed and that they challenge the school's leaders as well as support them.
- The range of additional opportunities offered to pupils to help develop their spiritual, moral, social and cultural understanding gives pupils a rich experience in school.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to enable pupils' outstanding achievement.
- Marking does not always provide pupils with enough information on how to improve.
- Work set by teachers does not always meet the needs and abilities of pupils well enough to allow them to make rapid progress.

## Information about this inspection

- Inspectors observed 17 lessons, three of which were joint observations with the headteacher. In addition, the inspection team made a number of short visits to observe one-to-one support and small-group booster sessions.
- Inspectors attended a school assembly and listened to pupils read.
- Meetings were held with staff, governors, pupils and a local authority representative.
- Inspectors met with parents at the start of the school day. They analysed 21 responses to the online questionnaire Parent View along with 21 staff questionnaires.
- Inspectors scrutinised pupils' books and records of pupils' progress as well as a range of documentation including records related to the management of performance, behaviour and safeguarding.

## Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Graham Gossage

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The Alderton Junior School is slightly smaller than other primary schools.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils including those eligible for free school meals) is above the national average.
- The large majority of pupils are from White British backgrounds. The proportion from minority ethnic groups is below the national average, as is the proportion of pupils learning English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching in the school so that more teaching is outstanding by:
  - ensuring tasks and activities are always set at the right level of difficulty for different ability groups
  - ensuring that good practice is shared so that all teachers have a clear understanding about what makes good and better teaching
  - extending the examples of high quality marking and guidance seen in books across all year groups so that pupils clearly understand how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good because school data show that pupils are making good progress in reading, writing and mathematics. Current Year 6 pupils are on course to achieve outcomes that are in line with national average with a higher proportion than in the past making better than expected progress.
- Achievement in mathematics has improved greatly since the previous inspection. It had shown improvement in 2012, as identified in the monitoring visit report, and school data show that improvement has continued and it is now good. Many more pupils than previously are working at the higher levels of attainment.
- The progress that pupils make is speeding up due to the improvements in the quality of teaching. Teachers swiftly identify when pupils need additional challenge or support in lessons and adapt work to make sure that they make good progress.
- The school's detailed tracking information shows that pupils are currently making good progress and achieving well throughout the school, whatever their starting point. This is supported by lesson observations and work in pupils' books.
- Disabled pupils and those who have special educational needs make good progress because of the good support they receive both in lessons and in small-group sessions. Progress information shows that they do as well as their classmates.
- Pupils who are known to be eligible for the pupil premium make better progress than other groups of pupils in reading, writing and mathematics and attain well. This is due to the extra funding being used effectively to enable them to be taught and supported in small groups when needed. In 2012 at the end of Year 6 they were almost a term ahead of their classmates and in mathematics less than a term behind them. School data show that the gap has closed further.

### The quality of teaching is good

- Teachers and teaching assistants work hard to continue to improve the quality of teaching. Much has been gained by teachers attending relevant courses and supporting each other in school so that the majority of lessons are good with some outstanding practice.
- Teachers now expect the best of what pupils can achieve, provide clear explanations and ask well considered questions to develop pupils' thinking and clarify their understanding. For example in a Year 6 mathematics lesson observed, the classteacher expertly guided pupils in learning algebraic equations ensuring that they fully understood the term and were able to apply their knowledge to problems.
- Teachers have improved their teaching of mathematics so that pupils now make good progress. Teachers sometimes use investigations to help pupils make connections for themselves. Lessons often include real-life problems for pupils to practise their calculation skills, including extended problems which need pupils to work well together. For example in a Year 4 lesson, the pupils were finding the perimeter of different photographs and calculating the cost of framing those photographs. These activities increase pupils' interest and engagement as well as their understanding.

- In all lessons teachers manage pupils well so that behaviour is good and pupils enjoy learning.
- In the majority of lessons, teachers make sure that activities are varied and well-matched to pupils' needs. However, in some lessons tasks are sometimes either too easy or too hard so that pupils are not able to make maximum progress.
- Marking in most books is good. In the best examples, teachers give pupils clear and detailed guidance on how they can improve their work, with time given for pupils to respond to the comments. Pupils use the teachers' comments alongside their personal targets to give them a good understanding of what level they are working at and how they can improve. This is not yet consistently used across the whole school.

### **The behaviour and safety of pupils are good**

- The school offers a caring, supportive environment where pupils behave well and show respect for themselves and others. Their good behaviour and attitudes have a positive impact on the school's warm, friendly atmosphere.
- Pupils behave well in the playground and around school. Pupils understand the school's behaviour expectations and the consequences of inappropriate behaviour. However, some pupils are slower at returning to the classroom than others at the end of playtimes which can result in learning opportunities being lost.
- Pupils enjoy coming to school. The school works well with parents and carers to tackle potential attendance problems before they escalate. As a result, attendance levels have steadily risen in recent years and are now broadly average.
- Pupils have a good understanding of how to stay safe. When asked, all pupils spoken to by inspectors said that they feel safe in school and understand how to stay safe when using the internet.
- Pupils say that bullying is rare and they are confident that it would be dealt with well by staff should it happen. Pupils have a good awareness of different types of bullying.

### **The leadership and management are good**

- Strong leadership from the determined headteacher and a highly effective governing body has enabled the school to make rapid progress in improving the quality of teaching and raising pupils' achievement. This rapid progress demonstrates the capacity for further improvement.
- Teaching is carefully checked and actions are taken both to support and challenge teachers to improve their practice. Leaders review pupils' work in books, carry out lesson observations and analyse information on pupils' achievement.
- Teachers' performance targets are linked to the quality of teaching and to pupils' achievement. Pay progression for teachers is also related to how well they perform against their targets. Leaders make sure that staff are well supported and receive training appropriate to their needs.
- The school promotes equality of opportunity effectively. This is demonstrated through the school's good work to close the gaps in achievement between pupils from different backgrounds

and different needs.

- The large majority of parents and carers who responded to Parent View, or who spoke to inspectors during the inspection, believe that the school is well led and managed.
- Staff provide a rich and varied programme of lessons and extra activities that promote pupils' learning and capture their interest, particularly in music and physical education. This enhances pupils' enjoyment of school and promotes their spiritual, moral, social and cultural development well.
- The local authority has provided good support to the school, particularly through its work to help provide appropriate training for staff and through frequent visits to the school to check that improvements are on track.
- Safeguarding requirements are met. This includes the correct checks on adults working with pupils in the school.
- **The governance of the school:**
  - Governance has improved since the previous inspection. A well-structured programme of training and support has ensured that new members of the governing body gain a good understanding of their role and their skills are kept up-to-date. Governors visit the school regularly to see things for themselves and provide detailed feedback and suggestions on how the school can improve further. Consequently, governors have a good awareness of how the school is doing. They are much more able to ask challenging questions of the leaders than was previously the case and they make informed decisions about the schools' direction and how funding should be spent. They are aware of the good links between the performance of teachers and pupils, training for staff and their salary. Governors monitor the use of the extra funding received through the pupil premium and ensure it is used well to meet the individual needs of those pupils supported by it. This takes the form of extra teaching or support and helps these pupils to take full part in the school's activities. Safeguarding arrangements meet current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114861
<b>Local authority</b>	Essex
<b>Inspection number</b>	399678

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Ryan
<b>Headteacher</b>	Judith Lunn
<b>Date of previous school inspection</b>	25 January 2012
<b>Telephone number</b>	020 85082521
<b>Fax number</b>	020 85082521
<b>Email address</b>	admin@alderton-jun.essex.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

