

# East Tilbury Junior School

Princess Margaret Road, East Tilbury, RM18 8SB

**Inspection dates** 27–28 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough teaching is good or better.
- Some teachers do not accurately measure pupils' progress. This means that they do not always know what help pupils need in order to improve.
- Disabled pupils, those with special educational needs and the most able make uneven progress in English and mathematics.
- The school does not have strong subject leadership in English and mathematics driving improvements in these subjects.
- Pupils do not make as much progress in mathematics as they do in English because they do not always use basic skills, such as times tables, to help them solve problems.
- Standards in spelling, punctuation and grammar are not as strong as other aspects of pupils' writing, especially in subjects other than English.

### The school has the following strengths

- The new headteacher's strong leadership has led to significant improvements in the quality of teaching.
- Pupils known to be eligible for free school meals do well because of the extra help they receive.
- Governors hold school leaders to account for their decisions and for pupils' achievement.
- Pupils are making better progress this year in writing creatively.
- Pupils are friendly and well behaved. They say that they feel safe in the school.

## Information about this inspection

- Inspectors looked at the teaching in 14 lessons, five of which were jointly observed with a school leader.
- Inspectors and school leaders met with several groups of pupils to talk about their work and the progress they are making.
- Inspectors considered the 15 responses to the online questionnaire, Parent View. They looked at the school’s own surveys of parents’ views and spoke with three parents. They also took into account responses to an inspection questionnaire by 28 staff.
- Inspectors looked at a wide range of evidence, including the school’s self-evaluation and improvement plan, records of local authority support visits, records of teachers’ performance, the analysis of pupils’ progress, pupils’ work, and records relating to the behaviour and safety of pupils.
- Inspectors met senior leaders, subject leaders, governors, representatives of the school’s academy trust and a representative of the local authority.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Neil Stanley, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

David Webster

Additional Inspector

## Full report

### Information about this school

- East Tilbury Junior School is slightly larger than the average-sized primary school.
- East Tilbury Junior School converted to become an academy school in April 2012. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be satisfactory.
- In September 2013, a new headteacher, who is a local leader of education, was appointed to lead both East Tilbury Junior School and the neighbouring East Tilbury Infants' School and, at the same time, the governing bodies of the two schools merged. Both schools are members of the St Clere's Co-operative Academy Trust and are currently consulting with a view to a formal merger as a new all-through primary school.
- There have been several changes in staffing recently and a number of classes do not currently have a permanent teacher.
- An average proportion of pupils are supported by the pupil premium. This additional funding is for particular groups of pupils, including those who are known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress.

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

- Improve the quality of teaching so that more teaching is good or outstanding by making sure that teachers:
  - accurately check pupils' attainment and give them clear advice on how to improve their work
  - set work that challenges the school's most able pupils and helps them to make progress
  - expect pupils to use the same standards of spelling, punctuation and grammar in subjects other than English.
- Improve pupils' progress in mathematics by making sure that basic skills, including times tables, are taught effectively and are used to help pupils become more confident at solving problems.
- Improve the impact of leadership and management on the school's performance by making sure that subject leaders closely check the progress of individuals and groups of pupils, identify areas of underachievement and take prompt action to make sure that progress is consistent throughout the school.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Achievement requires improvement because pupils do not make consistently good progress. Although school information shows that the achievement of pupils currently in the school is better than in 2013, this improvement is not consistent.
- Pupils' progress in mathematics is not as strong as their progress in reading and, especially, writing. This is because pupils are not always confident when using basic skills, such as times tables, to help them to solve problems. However, girls are now doing better at mathematics than in previous years. This is because teachers have changed the way that they group pupils in lessons.
- In 2013, pupils' standards in spelling, punctuation and grammar were below those seen nationally. This year, pupils' work shows that, although their spelling is improving, this technical accuracy remains weaker than other aspects of their writing, especially in subjects other than English. Pupils currently in the school are making good progress in writing. This is because teachers now give pupils regular opportunities to produce extended pieces of writing.
- Disabled pupils and those who have special educational needs make uneven progress in the school. This is because some teachers are less confident at judging the quality of less-able pupils' work. This means that they do not always give these pupils the right support to help them do better.
- The school's most-able pupils make inconsistent progress. Over recent years, not enough pupils have achieved the highest levels in English and mathematics. Although school information suggests that pupils currently in the school are doing better, this improvement remains uneven.
- Pupils join the school with levels of attainment that are broadly average. Over recent years, results in English and mathematics at Key Stage 2 have also been average. This means that pupils do not make as much progress as they could during their junior school years.
- Pupils supported by the pupil premium make good progress. This is because of the additional help they are given. At the end of Year 6, in 2013, these pupils' attainment was in line with that of their classmates in reading, writing and mathematics.
- This year, the school has based its teaching around books. Pupils say that this has encouraged them to read for pleasure and to enjoy books more.

### The quality of teaching **requires improvement**

- The quality of teaching across the school varies too much and not enough teaching is consistently good or better. A number of classes do not currently have a permanent teacher.
- This year, the school has changed the way that it checks pupils' progress. It has moved away from a system of regular tests to looking at evidence from pupils' work in class to check learning over time. However, some teachers are not confident in doing this and, as a result, their judgements are not always accurate. This means that they are not always able to give pupils the best activities to help them to make rapid progress.

- Pupils say that they now spend more time practising basic skills, such as times tables. They say that this has helped them become more confident in solving problems. However, in the recent past, teachers have moved lessons on too quickly before pupils' understanding was secure. This is why their progress in mathematics is uneven.
- Pupils say that they spend more time learning spellings than in previous years. Their work shows that spelling is improving. However, teachers sometimes allow the same spelling mistakes to be repeated in consecutive pieces of work.
- Pupils' books are marked regularly and the best teaching gives pupils clear guidance on how to improve their work in the future. Pupils can clearly explain what they do well and what they need to do to do better.
- This year, pupils have spent more time practising their writing, and their books show that they regularly write extended pieces. Because of this, the overall quality of their writing has improved. Pupils particularly enjoy creative writing opportunities and enthusiastically shared with inspectors their descriptions of haunted houses.
- Teaching assistants and other staff are effective in supporting pupils' learning. Through small-group, paired activities and individual support, they are helping pupils to gain confidence. Parents say that teaching assistants have provided stability, especially for the classes that do not have a permanent teacher.
- Teachers explain each lesson's objectives clearly so that pupils know what they are learning about.
- There are good relationships between teachers and pupils, and this creates a purposeful classroom atmosphere in which pupils support each other to do better.
- Through its religious education lessons and assemblies, the school effectively promotes equality of opportunity and helps pupils to think about the effects of discrimination.
- When teaching is most effective, teachers help pupils to think about issues and develop their answers.
- Pupils say that they like their project work. For example, pupils in Year 6 say that they have enjoyed their topic on the *Titanic* because it made them think about the disaster and how it affected people's lives.

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

- The behaviour of pupils is good. This is a very friendly school. Pupils were very keen to speak to inspectors. They remembered inspectors' names and used these to greet inspectors around the school. Outside of lessons, pupils behave calmly and with consideration.
- Pupils behave well in lessons. They listen to their teachers and to each other. They enthusiastically support their classmates and praise each other when they do something well. Pupils enjoy their lessons and they participate enthusiastically in discussions.
- Pupils show respect for their teachers. Those who do not have a permanent teacher have responded well. They have continued to work hard, and their conduct in class has remained

good.

- The school has a clear approach to encouraging good behaviour, and pupils say that they understand their teachers' expectations. They say the systems are fair and that instances of misbehaviour in lessons are rare.
- Exclusions are rare and there have been no exclusions in the current academic year.
- Behaviour and safety are not outstanding because when teaching is not as effective, some pupils lose interest and do not work as hard.
- The school's work to keep pupils safe and secure is good. Arrangements for safeguarding fully meet requirements.
- Pupils and parents say that instances of bullying are very rare. However, they know what to do if they see bullying and they are confident that their teachers would deal firmly with any bullies.
- Pupils say that they feel safe in the school. They speak confidently about how to keep safe when using the internet.
- Pupils' attendance has improved over recent years and is now above average. Instances of persistent absence have also fallen. This shows pupils' enjoyment of school.
- Pupils are keen to take responsibility and they say that teachers listen to their ideas. As a result, the school council has suggested improvements to the outdoor play areas that have been adopted by the school's leaders.

### **The leadership and management**

### **requires improvement**

- Although the headteacher has made some key recent improvements, particularly in successfully tackling inadequate teaching, the quality of management throughout the school remains inconsistent.
- The effectiveness of subject leadership is uneven. As a result, teachers and subject leaders do not always check pupils' progress rigorously and accurately enough to identify and tackle underachievement quickly. Because of this, pupils' progress, particularly in mathematics, fluctuates between classes and year groups.
- The school has worked hard to build links with parents, particularly those who find it difficult to work with the school. Parents say that the school keeps them informed about what it is doing. They also say that recent workshops on teaching reading and preparing for the Key Stage 2 tests have helped them to support their children's learning.
- The new headteacher has quickly addressed gaps in leadership across the school by using expertise from the neighbouring infants' school and within the academy trust. The headteacher has made sure that rapid improvements have been made to the quality of teaching and pupils' progress, particularly in writing. Teachers say that they value the contribution made by the headteacher in raising standards of teaching and achievement, and that this is helping them to become better teachers.
- The school has made good use of its primary school sports funding. This has been used to fund

additional expert sports teaching and to give training to teachers so that they are more confident in teaching physical education. The impact of this has been to improve the quality of sports teaching across the school. Because of this, pupils' sporting ability is improving.

- The school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils led a special remembrance service at the local war memorial and have enjoyed learning about life in China.
  - The school and its academy trust retain close links with the local authority. Through its progress board, the local authority is supporting the headteacher to set clear priorities and the local authority has provided expert support that is helping to improve the quality of teaching.
  - The school, academy trust and local authority share a clear vision for the school's development, following the proposed merger with the neighbouring infants' school. Parents say that they support these plans.
- **The governance of the school:**
- Governors closely check the performance of groups of pupils, including pupils supported by the pupil premium, disabled pupils and those who have special educational needs, and the most able. They ask probing questions and are effective in holding leaders to account.
  - Governors check what is being done to reward good teachers and tackle underperformance. They ensure that pay rises are directly linked to improvements in pupils' performance. Governors have an accurate understanding of the quality of teaching throughout the school.
  - The governing body provides highly effective support for school leaders when setting and monitoring budgets. As a result, the school has been able to invest in new books which are encouraging pupils to enjoy reading.

## 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>	138064
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	425318

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>	Academy converter
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Martin
<b>Headteacher</b>	Louise Coates
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01375 846181
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