



Thorpe Greenways Junior School

Inspection Report

Better
education
and care

Unique Reference Number 114777
LEA SOUTHEND-ON-SEA LEA
Inspection number 279448
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Ms. Juliet Winstanley LI

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

Type of school	Junior	School address	Greenways
School category	Community		SS1 3BS
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01702468057
Number on roll	474	Fax number	01702602122
Appropriate authority	The governing body	Chair of governors	Mr. Ian Turner
Date of previous inspection	18 September 2000	Headteacher	Mr. Paul Fairbrass

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Thorpe Greenways Junior is a larger than average school situated in the Thorpe Bay area of Southend-on-Sea in Essex. The local population served by the school represents a wide mix of social backgrounds with many pupils coming from a part of the local area that has a high level of deprivation. The number of pupils eligible for free school meals is below average. Pupils are mostly of white British heritage, although there are a few from minority ethnic backgrounds, several of whom are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities, including those with formal Statements, is below average. Attainment on entry to the school represents the full range of ability and is average overall.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Thorpe Greenways Junior School has several strengths but overall the school's effectiveness is inadequate. The school judges its effectiveness to be better than this. Although standards in English and mathematics show some improvement, pupils are not achieving as well as they should, particularly those who are more able. Actions to improve standards have been identified but are only just beginning to have an impact on pupils' achievement. The quality of teaching is satisfactory overall but the content of some lessons is too easy for pupils, so that not all of them do as well as they should. The school successfully manages the pupils' behaviour. Relationships between the pupils and the adults in the school are good. Consequently, pupils' behaviour, their attitudes to learning and personal development are good. The pupils enjoy school and feel well cared for and secure. Parents and pupils hold the school in high regard. The curriculum is considerably enriched by the many opportunities provided for pupils to take part in music and sporting activities. The leadership and management of the school at all levels are satisfactory. However the school's view of its effectiveness reflects too positive a picture in the light of the underachievement throughout the school. Systems for checking how well the school is performing are not sufficiently rigorous. There is a lack of formal monitoring by senior managers and the little that does take place is not coordinated nor feeds systematically into strategic planning. The role of subject leaders is developing and there is now a greater focus on raising standards of achievement. The school has adequately addressed the issues raised in the last inspection and demonstrates a satisfactory capacity to improve further. Overall it provides satisfactory value for money. Nevertheless in accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: raising standards and improving pupils' achievement.

What the school should do to improve further

- Raise standards and improve achievement in English, mathematics and science, particularly for the more able pupils, by improving teachers' expectations of what pupils can achieve. - Strengthen leadership and management through more rigorous self-evaluation and the challenge it provides to raise standards and improve the quality of teaching and learning.

Achievement and standards

Grade: 4

In 2004 standards were well below average in English, below in mathematics and average in science. The latest results show that standards in English and mathematics have risen and are now closer to the national average, although standards in science have fallen. However, taking account of the standard of pupils' work on entry, which

is average, pupils' achievement overall is inadequate. The more able pupils in particular could do better but the work they are given is not always challenging enough. Boys do not perform as well as girls in English or science. Systems to track how well pupils are doing are in place but the information is not used consistently across the school to ensure that all pupils make the progress they should from year to year. The pupils with learning difficulties or disabilities and those for whom English is an additional language receive appropriate support to help them learn so that they make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They really enjoy school and take part with enthusiasm in the interesting activities and clubs on offer. Pupils get on extremely well with each other and with adults. They play together sensibly at playtimes in spite of the limited space due the current building work. Pupils concentrate well and behaviour in lessons is good even when teaching is unexciting. Attendance levels have improved and are now satisfactory. Pupils' spiritual, moral, social and cultural development is good. Displays around school show a good understanding of how people of different cultures live. Pupils are sensitive to the needs of others and have well developed social skills. Regular assemblies and religious education lessons promote spiritual understanding well. Most pupils show a lively spark of enjoyment in everything they do. Pupils have an impressive knowledge of how to lead a healthy life. They participate in a very wide range of sports and have been fully involved in planning healthy lunch menus. They are clear about the dangers of smoking, alcohol and drugs. Pupils are taught how to keep themselves safe through a range of initiatives, such as safe cycling. They contribute positively to the community through charitable fund raising and take on additional responsibility by running the school tuck shop. Pupils' views about the school have been gathered through two surveys. The results have been analysed but pupils have not yet received a summary of the responses.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall and not as good as the school believes it to be. Some teaching, but not enough, is good. In the most effective lessons, teachers have high expectations of what pupils can achieve. They encourage pupils to think things through for themselves and value the ideas and suggestions they contribute. Work is pitched at the right level and builds on what pupils have learned before. In the less successful lessons, teaching does not sufficiently ensure that all pupils' needs are met. The work set, particularly for more able pupils, is often too easy and does not challenge them enough because insufficient account is taken of what pupils already know. Learning support assistants work well with small groups of pupils. Pupils with learning difficulties and disabilities are supported and guided

well and make satisfactory progress overall. However, assessment information is not being used well enough to improve the progress of more able pupils. Marking of English work helps pupils improve the quality of their writing but marking in other subjects is not as effective.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It provides a suitably balanced programme of activities including the opportunity for pupils to learn to play a musical instrument. There is now an increasingly strong emphasis on raising standards in the core subjects that is beginning to have a positive impact on pupils' progress in English and mathematics but less so in science. Pupils develop good skills in subjects such as music, physical education and art and design and the school makes good use of outside expertise, such as specialist music teachers and sports coaches. Planning ensures that the curriculum makes suitable links between subjects. For example, in a Year 3 history lesson, pupils improved their skills in design and technology by designing and making Egyptian jewellery. Homework is used appropriately to enhance pupils' learning and is supported well by parents. The curriculum is enriched by an excellent range of clubs, by visitors to the school as well as annual school trips to France. There is an accomplished school choir and orchestra. The clubs and out of school activities enhance pupils' enjoyment and self-confidence well and promote their participation in sports and the arts effectively.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support with some significant strengths. In particular, pastoral and medical care are good. First aid systems are effective. Staff are quick to notice any pupil who is unhappy and help them resolve any problems. Pupils say they have an adult to turn to if they are worried. Risk assessments are completed when necessary, ensuring that children learn in a safe environment. Child protection procedures are in place, although some staff have not attended training on the latest procedures. The school has established strong links with parents who greatly value the broad range of experiences offered to their children. Pupils with learning difficulties or disabilities and those who do not speak English at home are supported well by learning support assistants. Pupils with learning difficulties and disabilities have suitable targets in their individual education plans and make sound progress towards them. Systems for assessing pupils' progress are used well to identify those pupils who would benefit from additional help but the more able pupils are not given sufficiently challenging targets.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory overall. The daily routines of the school operate well. There is a positive ethos in which staff work well as a team and contribute much to the pupils' good personal development and well-being. Over a period of four years standards in English, mathematics and science have been below average and the pupils made insufficient progress in these subjects. Until recently, insufficient attention was given to raising standards and improving the progress that pupils make. The headteacher has recognised the need for improvement and is re-structuring the senior management team to enable it to focus more rigorously on raising standards and accelerating pupils' progress. However the school's systems to evaluate how well the school is doing lack co-ordination and precision. The headteacher understands that the school should be doing better in meeting the needs and aspirations of all groups of pupils. This is now being addressed. The role of the subject leaders is developing and they are beginning to use data to track how well individual pupils are doing so that weaknesses, such as the lack of challenge and expectation of progress from year to year, are beginning to become apparent and be addressed. However, subject leaders have only recently begun to look in detail at the quality of pupils' work or the quality of teaching within their subject areas. Governors are supportive but their involvement in reviewing how well the school is doing is not rigorous enough. The school's capacity to improve further is satisfactory.

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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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	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?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

We enjoyed meeting you and going into your classrooms to talk to you about your work when we visited your school. Everyone was very friendly and polite. Now we want to share with you what we thought about your school. These are the things we thought were good. - You told us that you really enjoy school and we think you do some interesting things. We were really impressed with all the school clubs you go to and we know that many of you are learning to play a musical instrument. - Your behaviour is good in lessons and at playtimes. You play well together in the playground and listen attentively to your teachers. - You told us that you feel safe at school. You trust the staff and say there is always someone to turn to if you have a problem. - Your parents are very pleased that you come to this school. But we know everyone wants to do better and we have suggested a few things that will help. - We think you could be learning more in your lessons and we have asked the teachers to check regularly to make sure that this is happening. - We want the headteacher, staff and governors to collect more information about how your school works to make it more successful.