



Janet Duke Infant School

Inspection Report

Unique Reference Number 114993
LEA ESSEX LEA
Inspection number 279491
Inspection dates 23 March 2006 to 24 March 2006
Reporting inspector Ms. Linda Murgatroyd LI

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

Type of school	Primary	School address	Markhams Chase
School category	Community		SS15 5LS
Age range of pupils	4 to 7		
Gender of pupils	Mixed	Telephone number	01268 543744
Number on roll	246	Fax number	01268 490396
Appropriate authority	The governing body	Chair of governors	Mrs. Diane Dickson
Date of previous inspection	Not applicable	Headteacher	Mrs. Gloria Carpenter

Age group 4 to 7	Inspection dates 23 March 2006 - 24 March 2006	Inspection number 279491
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Janet Duke Infant School serves an area of mainly local authority housing in Basildon. A number of children are from socially and economically disadvantaged families. Many of them enter the school with below average levels of skill for children of their age. The majority of children come from White British backgrounds and there is a rising proportion of children from different ethnic groups. Although approximately 5% of children do not have English as their first language, very few are in the early stages of learning English. The proportion of children with learning difficulties and disabilities is below average, mainly because the school intervenes early to support children and ensure that they have a good start to their learning. The school works closely with a range of services to meet the needs of all children.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Janet Duke Infants is a good school, which justifiably enjoys the confidence of parents. The school shares inspectors' view of its effectiveness. Children have a good start in the Reception classes. They make good progress during their time in school and reach high standards in reading, writing and mathematics by the end of Year 2. All children, including those with learning difficulties or disabilities and the few learning English as an additional language, achieve well from their starting points when they come into school. Behaviour is excellent, children work and play well together, and enjoy school. The school works hard to encourage good attendance and it is improving, but it remains below average. Teaching is good overall, and the excellent support provided by teaching assistants plays an important role in the progress children make. Staff have high expectations, and children are usually absorbed in what they are doing. In a very few lessons, staff do not make it clear enough to children what they want them to do. Staff take exceptionally good care of children, working with a large range of agencies to support them. The curriculum is good, and children are well prepared for their future lives, learning about staying healthy and safe, and becoming independent. Although children are active during the long lunchtime, there are not enough clubs and activities to provide variety and widen children's experiences further. The school is well led and managed by the headteacher and her deputy. The governing body knows the school well, and provides support and challenge. The headteacher has a very clear view of what she wants for the school, which she shares very effectively with all staff. There is a wide range of systems for checking the school's work, and all concerned have a very accurate picture of the school's effectiveness, and areas in which it might develop further. Because of strong teamwork and commitment, the school has made significant improvements since the last inspection, and is very well placed to continue to improve. Finances are very carefully managed, and the school gives good value for money.

What the school should do to improve further

- Continue to use staff development to bring all teaching up to the standard of the very best.
- Provide more opportunities for clubs and activities during the lunch break.
- Develop the work with parents to improve attendance

Achievement and standards

Grade: 2

Children attain standards that are considerably above average by Year 2. Taking account of their below average attainment on entry to the school, they achieve well. Children with special educational needs and the few learning English as an additional language are supported effectively and make good progress. Reception children are taught in a stimulating and encouraging environment. Well led and well planned provision enables them to make good progress, especially in their personal, social and emotional development. In Years 1 and 2 they continue to make good progress in reading, writing and mathematics. Their overall attainment at the end of Year 2 has been significantly

above the national average for the last three years. The school is particularly successful in the proportion of children reaching the higher levels in national tests for 7-year-olds. In 2005, twice as many children reached Level 3 in mathematics than the average in schools nationally, with the proportions reaching this level in reading and writing also significantly above average. The school's targets for 2006 are appropriately challenging and good progress is currently being made towards them. Children also make good progress in information and communication technology (ICT). They have good access to computers and enjoy a well-planned and stimulating curriculum.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good, and their behaviour is excellent. During the inspection, children in the playground were seen actively involved in games and showing real consideration and courtesy to each other and adults. They enjoy school immensely and have very positive attitudes to work. Although attendance is still below average, the school is working hard to promote good attendance and discourage lateness, and this is having positive results. Spiritual, moral, social and cultural development is good. Children acquire a good understanding of different faiths, cultures and lifestyles. They learn to co-operate and work together through various activities and events such as the Christmas fair and the harvest festival. As a result, children leave the school mature and sensible, and well adjusted for their next stage of learning. Children learn about citizenship through an effective school council, which is well regarded by other children and represents their views. From Reception they enjoy responsibility for helping around the school and older children act as buddies in the playground to support children who are lonely or upset. Children of all ages understand how to maintain a healthy lifestyle and can explain the benefits of exercise and good diet. They are well informed on topics such as road safety and follow safe practices in school. An excellent example is the self-registration system in one Reception class to indicate whether they are working inside or outside. Opportunities for fund raising and charity events contribute further to children's personal qualities. Combined with their good academic achievements, these qualities will eventually help children prepare for working roles in future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have positive relationships with children and manage them with sensitivity. The quality of support provided by the teaching assistants is very well planned and consistently outstanding. Staff have high expectations of work and behaviour and this challenge is readily accepted by the children. During the best lessons, teachers use questions effectively to extend children's learning and maintain their interest. Children have useful opportunities to discuss their learning and mainly apply themselves well to tasks with sustained levels of

concentration. Teachers' planning is clear and based on the use of careful assessments. This ensures that in most lessons work is pitched at the right level for all children. In the few lessons that are satisfactory rather than good, work is not demanding enough, or children are not clear what they are expected to do and lose concentration as a result. Assessment is thorough, and marking is effectively used to provide short term targets and appropriate guidance to children on how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is rightly judged to be good by the school. All subject co-ordinators ensure that children cover the necessary aspects of each subject and progressively increase their knowledge, skills and understanding. Provision for ICT has improved significantly since the last inspection. Equipment is up-to-date and used effectively to extend children's learning in other subjects. There are insufficient opportunities for extra activities and experiences to enhance the curriculum provision further. The Foundation Stage curriculum is well planned for both indoors and outdoors with good opportunities for children to develop their initiative and independence in a variety of activities. The children's understanding of how to stay safe and healthy is well promoted through the curriculum, especially in science, physical education and personal, social and health education.

Care, guidance and support

Grade: 1

The school is a welcoming place where children feel safe and secure. Its code of behaviour ensures that children are free from racism or bullying. There is a culture of mutual respect and children receive personal support and guidance that is exceptional. Children express great confidence in their teachers and teaching assistants, knowing that any problem will be dealt with fairly. Staff take excellent care of all children through very clear health, safety and welfare procedures. Child protection arrangements are good and widely understood. Risk assessments are very effective and conscientiously observed. Children with learning difficulties or disabilities and the few learning English as an additional language are very well guided. Assessment of children's performance is good, and all information is regularly updated to plan appropriate support for all children. Extra support comes from very skilled teaching assistants and the school also has very effective partnerships with a wide range of agencies and other schools to provide additional help and expertise.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher is particularly successful at sharing her vision of the school with others, and leads a team that is constantly seeking ways to improve children's learning. All issues from the previous inspection have been addressed thoroughly. For example, ICT and the quality of

provision in the Foundation Stage were both identified as areas for improvement, and are now judged to be good by both the school and the inspection team. The arrangements for all staff and governors to be involved in reviewing the school's work and in planning developments are thorough, resulting in an accurate view of the school's strengths and areas for development. This good track record, together with the commitment of staff and governors, means that the capacity for further improvement is very good. Parents' views are sought and acted upon, and the great majority of parents have full confidence in the school's work. The headteacher and her deputy form a strong management team, complementing each other's skills. Subject co-ordinators are enthusiastic, committed and knowledgeable. The work of teaching assistants is particularly well planned and monitored, and as a result the support they give to children's learning is excellent. The next step is to raise the quality of teaching even further, in order to achieve excellent rather than good progress. Much is done to ensure that vulnerable children and those with special educational needs are able to do as well as they can. Governors are effective. They know the school well through their regular visits and reports from many sources. Finances are managed and targeted rigorously and their impact is checked to ensure that the school achieves good value for money in its spending.

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	NA
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

You might remember that we visited your school recently. We enjoyed our visit very much, and would like to thank you for talking to us and showing us what you were doing. We were there to see how well your school helps you to learn, and what we saw and heard helped us to decide that yours is a good school. We were very impressed by how well you all behave and how much you enjoy being there. These are the things we liked best about Janet Duke Infants: - You try very hard with your work, and make good progress. By the time you leave to go to the junior school, most of you are very good at reading, writing and mathematics. - The staff teach you well and that is the reason you get such good results. - You learn to work and play well together and to look after yourselves. - Everyone at school takes very good care of you, so that you are safe and happy, and your parents are very pleased. - Mrs Carpenter, all the staff and the governors know what they want the school to be like, and work hard together to make it a good place to learn and play. There are some things that the staff and inspectors think would make your school even better: - Mrs Carpenter and Mrs Malhotra are going to help all the staff to go on getting better and better at helping you to learn. - We think it would be a good idea to have some clubs at lunchtime. - The staff are going to work hard with the parents to try to make sure that all of you come to school every day, except when you are ill. We think that everyone at Janet Duke Infants can work together to do these things. We hope that you go on enjoying all the things you do there which help you to learn and play.