



John Bunyan Junior School

Inspection Report

Unique Reference Number 115007
LEA ESSEX LEA
Inspection number 279492
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mr. Paul Missin AI

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

Type of school	Junior	School address	Lancaster Way
School category	Community		CM7 5UL
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01376 320272
Number on roll	264	Fax number	01376 550847
Appropriate authority	The governing body	Chair of governors	Miss.Veronica Clark
Date of previous inspection	2 October 2000	Headteacher	Mr. David Meechan

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

John Bunyan is larger than most junior schools and has gained an Investors in People Award. Most pupils are admitted from the infant school which shares the same site. Attainment on admission is broadly average. The proportion of pupils with learning difficulties and/or disabilities is above average. Almost all pupils have White British backgrounds and none of those who speak English as an additional language are at an early stage of learning English. An average proportion of pupils are eligible for free school meals. The headteacher has been in post since September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education for its pupils and gives sound value for money. The school judged itself to be good in most respects. Pupils achieve satisfactorily. Most are attaining broadly average standards when they enter the school and make satisfactory progress to reach average standards by the time they leave. The quality of teaching and learning is satisfactory overall, but there is insufficient effective teaching to successfully accelerate the progress pupils are making. The needs of higher attaining pupils are not currently being met and the targets set for these pupils are too low. Leadership and management are satisfactory overall. The relatively new headteacher has taken time to assess the needs of the school but it is now time to accelerate the pace of change. The headteacher has successfully maintained school strengths in its care of pupils and he has devised a detailed school improvement plan containing subject action plans. Morale in the school is good and all staff are committed to further improvements. However, there are some important areas of the school's work, such as monitoring of the quality of teaching and learning, and performance management where procedures need to be more rigorous and systematic. Assessment data are not yet used sufficiently to enable the school to be sure that different groups of pupils are making sufficient progress; nor are they used to set clear improvement targets for pupils. The curriculum is satisfactory overall, and there are a good number and range of extra-curricular clubs which enliven what the school provides. Elements of pupils' care and welfare are good. All staff know the pupils well and vulnerable pupils are looked after well. Pupils' personal development is promoted soundly. The school has made satisfactory progress since the last inspection and has a sound capacity for these improvements to be continued in the future.

What the school should do to improve further

- Use assessment data more effectively to track the progress made by different groups of pupils and to set them clear improvement targets.
- Improve the effectiveness of teaching and its impact on pupils' learning in order to accelerate the progress which pupils are making, especially those who are higher attainers.
- Strengthen leadership and management procedures by making self-evaluation more rigorous and ensuring that school improvement planning is clearly focused on raising standards and improving school effectiveness.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. This was also the school's view. Although there is some variation between different year groups, when pupils first enter the school, most are attaining broadly average standards. Most make sound progress to achieve broadly average standards by the time they leave. However, the proportion of pupils reaching the higher level 5 in the national tests is below average and a small number of more able pupils do not make sufficient progress in their learning. Pupils with learning

difficulties and/or disabilities also achieve satisfactorily and make sound progress towards their own learning targets. In 2005, the progress made by pupils between Year 2 and Year 6 had improved since 2004 and was broadly the same as that in most other schools. Pupils make the best progress when teaching is effective but there is insufficient effective teaching to significantly accelerate the progress pupils make. In some classes, the high number of temporary teachers has limited the progress pupils make and the corresponding variations in pupils' achievement between different classes are too wide. Pupils are on track to meet the targets set for 2006. These are appropriate for pupils of average ability but not sufficiently challenging for higher attaining pupils. An important shortcoming is that data are not used sufficiently to track the progress that different groups such as boys and girls and those new to the school are making.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Most enjoy their education and are developing positive attitudes to school. Attendance rates are close to the national average. Pupils' spiritual, moral, social and cultural development is satisfactory. Their behaviour and relationships are usually good, but there are exceptions when pupils do not respond appropriately or are inattentive. This tends to happen where teaching lacks pace and variety. Pupils say that some bullying occurs but that the school is working to eradicate it. Subjects such as art, history and geography help pupils understand how people live in other countries. Pupils are not aware enough of the racial and religious diversity of modern Britain. Pupils take good advantage of opportunities to keep fit and eat healthily. They contribute keenly to the efforts to become one of the county's 'Healthy Schools.' They are clear about how to keep themselves safe, for example, while using the school's swimming pool. They make a sound contribution to the school and wider community through their school and class councils. Year 6 pupils have opportunities to work in teams and act as 'buddies' to children in the infant school at lunchtimes. The social skills they develop, combined with their satisfactory academic achievements, give them a sound foundation for their future lives in education or work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, but is inconsistent across the school. Where teaching is effective, lessons are taught at a brisk pace, pupils contribute effectively to small group and class discussions and teachers use probing questions well. As a result, pupils enjoy their lessons, are fully committed to their learning and make good progress. Where teaching is less successful, the pace of lessons is too slow and activities are not well matched to pupils' abilities. Teachers' expectations of higher attaining pupils are too low. The teaching of pupils with learning difficulties and/or disabilities is satisfactory. The quality of the contribution that learning support

assistants make to pupils' learning is too variable across the school. A sound range of assessment data is collected. This includes assessments of pupils' attainment in reading, writing and mathematics matched to National Curriculum criteria. However, an important shortcoming is that data are not used to give the school a clear overview of attainment trends or to track the progress made by different groups in the school. There is also insufficient use of assessment data to set clear improvement targets for pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It fully meets statutory requirements and appropriate emphasis is placed on the provision of basic literacy and numeracy skills. The curriculum meets the needs of pupils, except for the higher attainers who are insufficiently challenged. The school is currently working towards revising its overall approach to the curriculum but these plans are at an early stage of development. The curriculum is enhanced by a sound range of visits and visitors, such as a travelling theatre company and a residential visit to Norfolk by Year 6 pupils. Interest is generated by a good number of extra-curricular clubs and activities, including Spanish, Greek and chess. Clubs for netball, football and street dance help to promote the school's positive approach to fitness and healthy living. Effective use is also made of local facilities such as the fire brigade, police and community health to develop pupils' appreciation of community services.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. There is good day-to-day pastoral care for pupils. Most pupils say adults help them with any problems. Arrangements to ensure pupils' health and safety such as child protection procedures and risk assessments are in place. The management of provision for pupils with learning difficulties and/or disabilities is good and ensures that the school sets appropriate targets for this group and reviews their progress regularly. Good work and behaviour are recognised, for example, by 'rainbow certificates'. The ways that academic progress is guided and supported are generally satisfactory. The best practice includes pupils setting and reviewing their own targets and teachers using regular reviews of progress to support the next stages of learning. However, the ways that assessment information is collected and used vary considerably and, at present, the school does not ensure that all pupils are guided in their work consistently well.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Since his appointment, the headteacher has successfully maintained the school's strengths. He has continued to ensure that pupils are cared for well and the school increasingly works with parents, pupils and

other local schools and organisations to develop its provision further. The headteacher leads a team of staff and governors that is soundly committed to the welfare of pupils and to raising academic standards. The ways that they check standards and the quality of provision have started to improve but there is still some way to go if standards are to rise. The subject plans and the overall school development plan are a good start but do not focus clearly enough on the effects that action will have on pupils' achievements. There has been too little rigorous monitoring and evaluation of provision, such as assessing the effectiveness of teachers in the classroom, for staff to judge the impact of any changes. The school's self-evaluation and performance management systems also need to be more rigorous for staff to have an accurate picture of how well pupils are doing and what needs to be done next.

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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?	3	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	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	3	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

Thank you for your welcome when my colleague and I visited your school recently to see how well you were doing. We enjoyed meeting you and hearing about what you thought about the school. We think the school is providing for you reasonably well. Several of you told us that you enjoyed coming to school and that you liked the activities that are provided for you. Several of you were really enjoying your science experiments with microbes in foods and you were pleased with the opportunity of joining so many lunchtime and after-school clubs. We saw how much you enjoyed using the swimming pool while we were there. We think that all staff know you well and those of you with particular needs are well looked after. Some lessons are made very interesting and give you good opportunities to share your ideas. In some lessons, the activities arranged do not allow some of you to extend your understanding. Some classes have had too many temporary teachers. Teachers keep records of how well you do in reading, writing and mathematics but information is not used well enough to show how different classes and groups are getting on or to set targets to show you what you need to do to get better. Your headteacher works hard to manage the school. However, he and the other senior teachers have not looked sufficiently closely at different aspects of the school's work to judge how well they are doing. He has a good plan for the school's development but it needs to show more clearly how you can be helped to make better all-round progress as you move through the school.