



East Tilbury Infant School

Inspection Report

Unique Reference Number 115014
LEA THURROCK LEA
Inspection number 279496
Inspection dates 2 February 2006 to 3 February 2006
Reporting inspector Mrs. EILEEN CHADWICK LI

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

Type of school	Primary	School address	Princess Margaret Road
School category	Community		RM18 8SB
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01375859360
Number on roll	312	Fax number	01375840382
Appropriate authority	The governing body	Chair of governors	Mrs. Ellen Beale
Date of previous inspection	1 November 1999	Headteacher	Mrs. Shelagh Cosgrow

Age group	Inspection dates	Inspection number
3 to 7	2 February 2006 - 3 February 2006	279496

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school's size is above average. Most children come from the local area of East Tilbury, which is socially and economically mixed and includes pockets of economic disadvantage. The proportion of children eligible for free school meals is average. Nearly all children come from White British backgrounds and the proportion speaking English as an additional language is low. The proportion with learning difficulties and disabilities, including formal Statements of Need, is above average. These children's needs are mainly related to emotional or behavioural difficulties or learning to read and write.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Although the school judges its effectiveness as good, the inspectors judge that the school is not fully effective. The school has a number of strengths, in particular: the way that it ensures that children make good progress in the Foundation Stage; its care of children; and the way that it helps them to develop positive attitudes to learning and good behaviour. Overall, teaching is unsatisfactory. Good teaching in the Nursery and Reception raises standards. In Years 1 and 2, children make satisfactory progress in mathematics and good progress in science but inadequate progress in reading and writing. Literacy standards drop substantially in Years 1 and 2 because of unsatisfactory teaching and weaknesses in the curricular provision, mainly in Year 1. In judging its effectiveness to be good, leadership and management do not take enough account of the weaknesses in literacy achievement. Leadership and management are unsatisfactory. Children's progress is carefully checked but the school does not adequately evaluate how well children are learning. The governing body is supportive but too generous in evaluating performance. The school has not dealt successfully with the key issues from the last inspection, which were mainly related to improving literacy skills. It gives unsatisfactory value for money. The school has shown the capacity to improve in areas such as the management of the Foundation Stage and in ensuring that parents support the school. In addition, recent initiatives for improving literacy are having a satisfactory impact on Year 2. There have been improvements in speaking, listening, handwriting, spelling and in systems for enabling parents to help their children to read at home. In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector 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 inadequate achievement and teaching in literacy at Key Stage 1, and management systems for evaluating and improving children's progress.

What the school should do to improve further

- Raise standards and improve children's progress in reading and writing in Years 1 and 2.
- Improve the curriculum and teaching of reading and writing in Years 1 and 2 by more frequent and systematic teaching of literacy skills.
- Improve the evaluation of children's progress in developing their literacy skills.

Achievement and standards

Grade: 4

Children's attainment on entry is wide ranging but, on balance, below average. Reception children reach average standards in all areas of learning. Most meet the nationally defined learning goals by the end of Reception. However, children's good progress slows once they leave Reception. By Year 2, standards are well below average in reading and writing although average in speaking, listening and mathematics and

above average in science. The targets set for Year 2 lack challenge in literacy and show substantial drops for children of all abilities from the standards they achieved at the end of Reception. In Years 1 and 2, their progress is satisfactory in mathematics but inadequate in reading and writing. Weaknesses in the literacy curriculum are adversely affecting teaching quality in Year 1 and lead to underachievement for children of all abilities. For a number of years, standards in Year 2 have been well below average in reading and writing yet average in mathematics. Year 2 children should reach higher standards in reading and writing given their attainment at the end of Reception and standards reached in speaking, listening, mathematics and science. Overall, children with learning difficulties and disabilities make unsatisfactory progress because of weaknesses in literacy teaching. However, the few with more severe difficulties make good progress because of the effective support they are given.

Personal development and well-being

Grade: 2

Children's personal development and well being are good. Children are positive about their school work and try their best in lessons. Behaviour throughout the school is good because children are provided with clear guidance about how they should behave. Attendance and punctuality are satisfactory; the school makes every effort to ensure these are as good as they can be. Children enjoy their work and want to come to school. Children's spiritual, moral, social and cultural development is good because of very effective provision. Children throughout the Nursery and Reception are given a good start in adapting to school and in their personal development. All children have good opportunities to take part in physical exercise and the school successfully teaches them what to eat for a healthy lifestyle, providing good examples in the nutritious lunches it serves. There are strong community links and good opportunities for children to voice their views about their school through the school council. A strong link with business and industry enables the children to begin to gain awareness about the world of work but the lack of progress in literacy is preventing them making full use of this.

Quality of provision

Teaching and learning

Grade: 4

On balance teaching and learning are unsatisfactory, although the school judges these to be good. The school accurately evaluates generic teaching skills such as how well teachers manage children but it does not take enough account of the rate of progress in learning in individual literacy lessons and over time in Years 1 and 2. Teaching in Nursery and Reception is good. Thorough assessment of children's needs and well matched work enables children to learn well and develop their skills in language, literacy and numeracy. Elsewhere the use of assessment for matching work to children's abilities is a particular weakness. In Years 1 and 2, teaching ensures children make good progress in developing their speaking skills. However, there is not enough teaching of reading skills and children are not heard to read frequently enough in

school by informed adults. In Year 1, children's work does not build the necessary skills in reading and writing. It is particularly weak for lower-attaining children and those with literacy learning difficulties. In science and design and technology, children have good opportunities to learn how to work in small teams, solve problems and make some decisions for themselves.

Curriculum and other activities

Grade: 4

The curriculum is unsatisfactory. It does not meet statutory requirements because there is insufficient emphasis on the development of key literacy skills in Years 1 and 2. The curriculum is relevant and well planned in the Foundation Stage. In Years 1 and 2, the curriculum is broad and enriched well by a range of visits and visitors. There are good opportunities for children to take part in activities outside the school day. These bring learning alive and promote children's enjoyment of learning. However, not enough time is devoted to teaching the skills of literacy. There is too much drawing and colouring in Year 1. The lack of access to regular and systematic teaching of literacy, especially in Year 1, restricts children's progress. Unlike numeracy, which is developed well through science, literacy is not planned in sufficient depth across the curriculum. Writing skills, particularly for more-able children, are underdeveloped. Although planning often shows what children of differing abilities are intended to learn, in reality, all children often receive the same work. This particularly restricts the progress of children with lower and higher prior attainment.

Care, guidance and support

Grade: 2

The care of children is good. All staff demonstrate high levels of care and commitment and provide good pastoral support and guidance for children. This makes a positive contribution to the personal development of all the children, and parents are pleased with the way the school cares for their children. Rigorous child protection procedures and risk assessments are implemented very effectively to ensure that children always learn in a safe environment. This is helped considerably by the good and productive liaison that exists between the school and other agencies. Children who have special educational needs are quickly identified and good support is provided for those with more complex learning difficulties. Teachers share information with parents about children's progress and an increasing number of parents are supporting their children's learning by helping them to practise reading.

Leadership and management

Grade: 4

The school has evaluated leadership and management as good. Inspectors agree there is good quality in several areas but judge leadership and management to be inadequate overall. The headteacher provides strong pastoral leadership and promotes very good relationships and a will to improve in all staff. She has been very effective in winning

the support of parents, who are pleased with the school. She has ensured the Foundation Stage is well managed and that children have achieved well in mathematics over a number of years through effective subject management. However, the school still has weaknesses in literacy provision in Years 1 and 2 and has not dealt successfully with the key issues from the previous inspection, six years ago. The school is overly optimistic about the progress now being made in literacy. Self-evaluation is unsatisfactory. Whilst there is a systematic approach to observing lessons, too much of the written feedback is descriptive. There is insufficient evaluation of the impact of teaching on children's progress and the standards they achieve. Systems for recording assessments of children's learning do not help the school to easily compare children's progress with their earlier attainment or evaluate the progress of different groups. Governance is unsatisfactory. Governors are supportive but too generous in their evaluation of how well the school is progressing. Although there remains much to be done to improve the management of English, the school has the capacity to improve: some steps to improve literacy are starting to have an impact and the school has shown it can perform well in several areas. However, teachers, the school's best resource, are not deployed to their full capacity for raising achievement in literacy and not all teachers have up-to-date subject knowledge in English. The school provides unsatisfactory value for money at present.

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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?	2	NA
The quality and standards in foundation stage	3	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	4	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	4	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	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	2	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?	4	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	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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	No
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 help when we visited your school recently. We enjoyed meeting you, seeing you at work and at play, and having lunch with you. We thought these things were good about your school: - You are very friendly and kind to each other. - You are very helpful to your teachers and visitors. - You behave well and enjoy learning. - You are given a good start in the Nursery and Reception. - You do well in mathematics and science. - The school is doing a good job in helping your parents to help you with your reading at home. - Exciting visits and visitors help you to enjoy school even more. We have suggested these things that would help your school do better: - Improve your progress in Years 1 and 2 in reading and writing so you can do as well in English as you do in mathematics and science. - Give you more opportunities to learn to read and write in Years 1 and 2. - Make better checks of how well you are doing in reading and writing in Years 1 and 2. We hope you continue to enjoy your school and we send all our best wishes for your future.