



Thorpe Greenways Infant School

Inspection Report

Unique Reference Number 114778
Local Authority SOUTHEND-ON-SEA
Inspection number 290024
Inspection date 18 January 2007
Reporting inspector Jackie Cousins

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

Type of school	Primary	School address	Greenways
School category	Community		Southend-on-sea
Age range of pupils	4-7		Southend-on-sea SS1 3BS
Gender of pupils	Mixed	Telephone number	01702 464951
Number on roll (school)	326	Fax number	01702 602161
Appropriate authority	The governing body	Chair	Dr J Sheldrake
		Headteacher	Mrs J Keeley
Date of previous school inspection	Not previously inspected		

Age group 4-7	Inspection date 18 January 2007	Inspection number 290024
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a larger than average sized infant school in Southend-on-Sea. Nearly all pupils are from White British backgrounds, with some from minority ethnic groups. Some pupils are in the early stages of learning to speak English as an additional language. A significant proportion of pupils start school with levels of knowledge and understanding that are slightly below expectations. The proportion of pupils with learning difficulties is below average. The percentage of pupils entitled to claim free school meals is slightly above average. The school has recently received gold awards for Healthy Schools, Arts Mark and the Active Mark for physical education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Thorpe Greenways Infants is an effective school that gives good value for money. It has some outstanding features. Good leadership and management have brought about effective development since the last inspection. Standards of pupils' handwriting have improved significantly. Subject leaders evaluate their subjects well. As a result of these improvements the school has a good capacity to improve in the future. Very effective leadership of the headteacher and senior management team and good governance ensure that the school uses self-evaluation well. The school's leadership has established a really effective partnership with parents. One parent wrote, 'My child has done very well at Thorpe Greenways School. The teaching is very good. I would recommend this school to anyone.'

Pupils' behaviour is outstanding and their personal development is good because they receive effective care, guidance and support from staff. Their adoption of healthy lifestyles is excellent, partly because the leadership of the school places such a high level of importance on this area. For example, virtually all pupils enjoy two hours of physical activity a week and eat fruit or vegetables every day. Over nine out of ten Year 2 pupils keenly take part in after school clubs. This enables them to develop their skills and their feelings of well-being through activities linked to sports, art, music and drama. Pupils' spiritual, moral, social and cultural development is outstanding because of the particularly rich and effective learning activities planned for them. This means that pupils' self-esteem is high, partly as a result of the way teachers inspire them to achieve their best. The many activities pupils enjoy linked to the arts and history and geography develop their cultural awareness extremely well. The pupils interviewed spoke enthusiastically about the school. Several said the best thing about school is playing with friends. One pupil said, 'Teachers are kind and they help you to learn.'

The school's leadership gives a high priority to standards. This ensures that pupils' achievement is good. From a slightly below average starting point pupils make good progress and standards are average by the end of the Reception year. Pupils continue to achieve well in Key Stage 1 and standards are significantly above average by Year 2. More able pupils are well provided for in reading, science and mathematics. However, the proportion of pupils in Year 2 who attain the higher Level 3 grade in writing is average. Most pupils have targets from teachers' marking but not all are clear about how to attain their targets. Pupils who have learning difficulties and those who are learning to speak English as an additional language are supported particularly effectively and as a result make good progress.

Throughout the school teaching and learning are good. This is mainly because teachers have high expectations of pupils. Effective teaching methods mean that pupils often learn through practical activities. Teachers use resources well, including information and communication technology (ICT), to make lessons interesting. Teaching assistants work effectively in most classes. Teachers use assessment well in planning. Pupils' standards are tracked effectively from the Reception class to Year 2.

What the school should do to improve further

- Increase the proportion of pupils in Year 2 who attain the higher Level 3 in writing.
- Develop the use of targets with pupils so that they know how to work at even higher levels.

Achievement and standards

Grade: 2

Pupils' achievement is good. Pupils progress well in the Reception class and so standards are broadly average by the start of Year 1. This is mainly because resources are used effectively to develop basic skills. Pupils' progress is rapid and effective in Years 1 and 2 and so standards are significantly above average by the start of Year 3. Pupils from minority ethnic groups achieve well and those with learning difficulties make good progress in lessons and towards their individual targets. Pupils are well prepared for their next stage of education because they develop good literacy, numeracy and science skills. Challenging targets were met in 2006. Over the last four years the school has maintained consistently high standards. However, more pupils are capable of attaining the higher standard of Level 3 in writing assessments.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good because the school successfully promotes positive attitudes to others and to their school work. Pupils act safely and considerately around school. Many contribute really well to the community. The school choir performs at the local church and takes part in sporting and musical events. A group of pupils discussed local issues with their member of parliament and so developed their understanding of citizenship. Pupils contribute to school life effectively and promote charitable causes through the school council. The council meets regularly and this helps representatives to become particularly confident in expressing views and listening to others. The school effectively analyses and supports pupils' attendance. The rate of attendance is satisfactory, but is adversely affected by a few pupils who have holidays in term times or who are ill.

Quality of provision

Teaching and learning

Grade: 2

Teachers challenge pupils well in lessons. Sessions are well organised so that pupils attain good levels of expertise in literacy, numeracy and science. Lessons are planned well so that time is used effectively. In one outstanding lesson seen the teacher used specific questions extremely well. This meant that Year 2 pupils could check very effectively to see if their own work met these objectives. The end of the lesson was

used excellently to develop pupils' evaluation skills as they each assessed a friend's work. However, the use of assessment questions and objectives is not fully developed in all classes. The teaching of pupils who find learning harder is particularly well matched to their needs. Their individual education plans are excellent and contain particularly clear and measurable targets.

Curriculum and other activities

Grade: 2

Learning activities are well planned and contribute to the good progress pupils make. Good planning for individual needs and effective support arrangements have a positive impact on the progress made by pupils with learning difficulties. The curriculum is enriched by a wide range of educational visits and by visitors to the school. Terrific opportunities for pupils to participate in arts activities to high standards are also helping to develop pupils' confidence, self-esteem and speaking and listening skills. Stimulating and high quality displays are seen in classrooms and around the school and celebrate pupils' achievements well. The school is working to link subjects together more coherently so that pupils learn to connect their knowledge. Gifted and talented pupils are satisfactorily provided for and the school plans to develop this area in the future.

Care, guidance and support

Grade: 2

The school offers good care, guidance and support to its pupils. This is evident in the effective ways staff support pupils. The pupils' personal needs are well looked after. Pupils' personal and academic progress is reviewed regularly with parental involvement. This is helping to promote even better progress as a result. Pupils' transition into the Reception class and from Year 2 to the junior schools is handled well. All legal requirements for safeguarding pupils' welfare are met. Pupils have individual targets from teachers' marking but they do not all know how to attain them or how to work at higher levels. Targets are not always shared effectively with parents.

Leadership and management

Grade: 2

Enthusiastic and particularly effective leadership by the headteacher provides clear vision and direction for the work of the school. She leads an able and hard working team united in their aim to provide the highest quality education. Senior leaders share a common belief of 'I can do it' which enables them to approach new projects really positively. Excellent portfolios of work for every subject area allow subject leaders to assess the areas for development. The leadership of pupils who find learning difficult is very good and so the progress of these pupils is carefully monitored. Although the school development plan sets effective targets for standards it does not always set achievable and measurable targets for the progress pupils will make over a year. In the future the school's leadership plans to identify a small number of key priorities

for each year. The governing body has a good understanding of the school's work and is able to hold it accountable.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 January 2007

Dear Pupils

Thorpe Greenways Infant School, Greenways, Southend-on-Sea, Essex SS1 3BS

Thank you for helping me find out about your school. I enjoyed watching lessons and talking to you. It was interesting to talk to your teachers and some of the governors. You are lucky to attend such a good school. Effective things about your school include the fact that:

- you are extremely good at staying healthy
- you have an outstanding knowledge of our own and others' cultures
- your behaviour is excellent
- your headteacher and senior teachers have very effective ideas about ways to improve the school
- teaching is good and teachers work hard to make lessons interesting and challenging
- teachers and staff care for you well
- the school council is working effectively to improve things for all of you.

I have asked your school to look at how they can make things even better. I hope that you will help teachers by listening to them carefully. The most important things are:

- improving the number of Year 2 pupils who get really good marks in writing tests
- making sure you know how to achieve you targets.

Keep working hard and enjoying the many things you do at Thorpe Greenways Infant School.

Yours sincerely,

Mrs Jackie Cousins Lead inspector