

# Eastern Green Junior School

## Inspection report

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<b>Unique Reference Number</b>	103665
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308374
<b>Inspection date</b>	16 April 2008
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Tidmarsh
<b>Headteacher</b>	Kenneth Bertram
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Sutton Avenue Coventry CV5 7EG
<b>Telephone number</b>	02476 465077
<b>Fax number</b>	02476 473619

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues. • Pupils' progress in reading and writing. • The role of subject leaders. • Pupils' attitudes and their enjoyment of learning. • How well the school enriches the curriculum. Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This average size junior school takes most of its pupils from the local community, although some travel from further afield. The proportion identified as having learning difficulties and/or disabilities is broadly average, as is the number eligible for free school meals.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well and learn to become caring and responsible citizens. Pupils are very happy, sociable and articulate. They have very positive attitudes towards learning and are extremely keen not to miss a day of school as can be seen in their excellent attendance. Pupils' behaviour is exemplary and contributes strongly to good learning. The school's recent good efforts to promote positive lifestyles are reflected in the pupils' good understanding of how to stay safe and healthy. They explain clearly why they are not allowed to eat crisps or chocolate at playtimes and they participate enthusiastically in different sporting activities. Pupils in Year 5 speak very positively of a recent visit from the Fire Service that has taught them about some of the dangers they may face in their everyday lives.

Good teaching means that pupils make good progress from their above average starting points. Consequently, standards are well above average by the end of Year 6 in English, mathematics and science. Throughout the school, standards in writing are not quite as high as they are in reading. Whilst most pupils make generally good progress in writing, they do not make enough use of their writing skills in history, geography and religious education. In these subjects, an overuse of worksheets and too much copied writing limit their opportunities to practise and improve their writing skills. In contrast, pupils do especially well in reading because they get many opportunities to read both at home and at school. Pupils who are struggling with their reading also benefit from being able to go to an early morning 'reading club' taken by enthusiastic teaching assistants where they get individual support to help them improve.

Teachers make learning fun and have good relationships with the pupils. They ensure that there is good challenge in most lessons for pupils of differing abilities. Resources such as the interactive whiteboards are used well to hold pupils' attention and to introduce new concepts. The good curriculum successfully places a high emphasis on developing basic skills in numeracy and literacy and this ensures that pupils are well prepared for the next stage of their education. There are a good number of activities outside lessons that enrich the curriculum well. These add greatly to pupils' outstanding enjoyment of school and help to bring subjects alive.

Pupils are well looked after and are given good academic support. As one pupil noted, 'Teachers always help us if we are worried or are getting stuck with our work.' Pupils report that they feel safe and secure and they know who to turn to if they have a concern. Pupils with learning difficulties are identified quickly and supported well, enabling them to make good progress. Teachers are beginning to use marking and targets to help pupils understand how to improve their work, but this practice is not yet consistent across the school.

Parents like the way that the school teaches pupils 'traditional values'. The success of this can be seen in pupils' politeness to each other and courtesy to visitors and in the way that they take care of the attractive school environment. Pupils very happily take responsibility, making a good contribution to the community. The relatively new school council carries out its role very conscientiously. Councillors are diligent in their work and they are playing a good part in improving the school. For example, they are currently involved in designing a new outdoor area and selecting playground furniture.

Good leadership and management have helped the school to continue to improve since the last inspection. Leadership is strongly focused on maintaining high standards and ensuring that each pupil reaches their potential. The headteacher is setting a clear direction for school improvement based on good systems for checking how well the school is doing. This means

that leaders are able to tackle weaknesses as soon as they arise. For example, leaders responded quickly to a drop in science results in 2006 by identifying the need to include more practical work in lessons and then taking the right steps to get pupils back on track.

There is a strong sense of teamwork across the school and subject leaders are keen and enthusiastic. However, they do not have enough opportunity to monitor provision in their subjects. This makes it difficult for them to get a clear picture of what is going well and what needs improving. Governors are supportive and they are taking the right steps to extend further their role in finding things out for themselves. The school sets itself challenging targets for development and is well placed to realise its aspirations for further improvement.

There are good links with parents and outside agencies. Most parents are very happy with the school. They are pleased with recent improvements in communication, although they are right when they say that this could be strengthened still further, including the need to publish an annual school profile in accordance with regulations. Nevertheless, parents make a significant contribution to the school's success by supporting their children's learning at home, especially in reading. One parent summed up the views of many by commenting that, 'I am extremely pleased with the way that my child has developed at Eastern Green, both educationally and socially due to the happy environment and very supportive staff.' This comment accurately captures the essence of this successful school.

### **What the school should do to improve further**

- Make less use of worksheets and copy writing in history, geography and religious education so that pupils get more opportunities to practice and improve their writing in these subjects.
- Strengthen the role of subject leaders in monitoring provision in their subjects.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	3
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

16 April 2008

Dear Children

Inspection of Eastern Green Junior School, Coventry CV5 7EG

Thank you for welcoming me to your school and for showing me your work. You are very polite and friendly and extremely well behaved. I enjoyed talking to you and agree that your school is good and that it does a lot to help you.

Some of the things I found out about your school.

- Good teaching helps you to learn well and to make good progress. In English, you do slightly better in reading than in writing.
- You work hard in lessons and take responsibility very well. You have a lovely school building and it is great that you look after it so well.
- The school council is well organised and is doing a good job in helping to improve the school. I hope your plans for the outdoor play area work out okay.
- You are very happy at school and greatly enjoy it because adults do so much to make learning fun.
- You have a good understanding of how to stay safe and healthy and take a good part in sporting competitions.
- All adults in school are very kind and caring and they give you good help with your work.
- Your school is well led and managed and the headteacher and other staff are working hard to make it even better.
- Most of your parents and carers are very pleased that you come to this school.

What I have asked your school to do now.

- Make less use of worksheets and copy writing in history, geography and religious education so that you get more opportunities to write down your own ideas.
- Give teachers who are in charge of different subjects more time to check on how well you are doing so that they can find out what to do next to improve your work.

I thoroughly enjoyed talking with you about your work and watching you learn. I wish you all the best for the future and hope you keep up your good efforts in lessons.

Yours sincerely

Mr M Capper Lead inspector