

# Canvey Junior School

## Inspection report

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<b>Unique Reference Number</b>	114822
<b>Local Authority</b>	ESSEX LA
<b>Inspection number</b>	311719
<b>Inspection dates</b>	6–7 November 2007
<b>Reporting inspector</b>	David Benstock

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	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Breading
<b>Headteacher</b>	Mrs J Vaughan
<b>Date of previous school inspection</b>	24 February 2004
<b>School address</b>	Long Road Canvey Island Essex SS8 0JG
<b>Telephone number</b>	01268 682288
<b>Fax number</b>	01268 682535

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than the national average. Pupils come from a wide range of social circumstances. Few pupils are from minority ethnic backgrounds, and the percentage whose first language is not English is very small. The percentages of pupils who have learning difficulties and/or disabilities or statements of special educational need are higher than in most schools. Attainment in English, mathematics and science on entry to the school is generally below average. The school has been awarded 'Investor in People' status, Sports 'Activemark' and Basic Skills Quality Mark.

## 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 and improving school. Parents are very satisfied with the efforts made by the staff to improve the quality of education. Pupils are pleased to be here and say, 'everyone is friendly and caring, and lessons are fun'.

At the last inspection in 2004 standards and achievement were found to be satisfactory. However, over the next two years results fell, partly as a result of high staff turnover, recruitment difficulties and behaviour issues. The school has now recovered as a result of high quality leadership and committed teaching. Standards reached by pupils are broadly average and achievement is good. Staffing is settled, pupils behave well and standards rose in 2007, especially in mathematics and science. However, pupils' achievement in English is only satisfactory because their attainment is too low in writing.

Good care, guidance and support procedures contribute greatly to pupils' good personal development and well-being. Safeguarding procedures meet requirements. Strong promotion of spiritual, moral, social and cultural development is leading to pupils' readily taking responsibility, responding well to the school's high expectations of good behaviour and respecting the needs of others. Pupils enjoy being at school and attendance has markedly improved following determined efforts by the staff and increasingly effective partnership with parents. Pupils' attitudes to learning are good. They appreciate the benefits of a healthy lifestyle and involve themselves willingly in school and community activities. They are steadily acquiring essential skills for the next stage of education and future workplace.

Teaching and learning are good. Lessons are well planned to ensure that work matches pupils' ability or needs. Teachers provide a wide range of activities that make learning interesting. Although there are timetabled lessons for information and communication technology (ICT), there are insufficient opportunities for pupils to use computers to apply their knowledge, as part of the normal lesson. Homework is used well to extend independent learning. Regular assessment, marking and targets are used well to promote learning and monitor progress but pupils are not always aware of what levels they have reached. The school offers a good curriculum that meets the needs of most pupils. Many events are organised to enrich the curriculum and extra-curricular activities are popular. French and Spanish are currently available as after school clubs but few pupils attend.

Leadership and management, and governance are good. The very good leadership and clear direction of the headteacher, ably supported by her deputy, have resulted in a strong team spirit and the commitment of staff. Rigorous self-evaluation, including purposeful monitoring of teaching, has led to a comprehensive improvement plan. There is a clear commitment to providing equality of opportunity for all pupils and multicultural awareness is developed well through regular events and visitors. Resources are used well and the bright displays of art and pupils' work provide a welcoming environment. Good partnerships are established with other schools, support agencies and the local community. Improvement since the last inspection has been good, and the school is well placed to improve further.

### What the school should do to improve further

- Raise standards of writing across the school by extending the support strategies and ensuring that pupils are clear about how to reach the next level.

- Include ICT more frequently as part of normal lesson planning in order to enhance pupils' application of their skills.

## **Achievement and standards**

### **Grade: 2**

Standards reached by pupils have improved significantly over the past year. In 2006, results in the National Curriculum Key Stage 2 tests and the progress made by pupils were below average. In 2007 attainment had risen to be broadly average and the progress overall, from the pupils' starting points in Year 3, was good. Progress was especially good in mathematics, whilst in English it was just satisfactory, largely because of the weakness in standards of writing. The school's analysis and the progress evident in pupils' work confirm that standards of writing, although still too low, are improving as a result of successful measures such as targeted support.

In 2007 progress made by pupils of higher ability was not as good as that made by the majority of pupils of more modest ability, particularly in English. In addition, the overall progress of girls was better than that of boys relative to the national picture. These variations are being reduced since the school has focused on sharing good practice and ensuring that work is matched effectively to pupils' needs, abilities and preferred learning styles. Pupils with learning difficulties and/or disabilities are progressing well.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy being at this school and praise the teachers for making lessons interesting. They are enthusiastic about the extra-curricular clubs. Attendance has greatly improved recently and is now around the national average. Behaviour in the playground is good, although play can sometimes be rather boisterous. In lessons, pupils respond well to teachers' good behaviour management. Pupils say that bullying is rare, but that when it happens action is always taken. Consequently they feel safe in school. Pupils have a good understanding of how to stay healthy, enjoying nutritious school meals. The school council is very proud of its achievements in recommending changes about the school. Pupils' views are noted and acted upon and this helps to develop their understanding of living in a democracy. Older pupils willingly undertake responsibilities such as prefects, play leaders, and supporting younger pupils through the 'buddy' system. Many are actively involved in community activities and charities. Pupils' good development of teamwork skills and their good progress in mathematics and science, as well as at least satisfactory acquisition of skills in English, equip them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' planning is thorough, carefully providing for a varied range of activities. Good organisation and the way that pupils are grouped help to ensure that work matches the range of abilities. There is a very strong focus on homework, which extends independent learning well. Teachers assess the results and follow them up in lessons, reflecting on and consolidating what has been learnt. The good management of behaviour ensures that pupils stay focused on the task and good relationships between teachers and pupils encourage participation in discussion. Experienced learning support assistants are effective in helping pupils with learning difficulties and/or disabilities. Assessment is used increasingly well to promote learning. Regular

marking and the increasing use of targets are helping pupils' progress, although they are not always aware of the National Curriculum level involved.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets the needs of the pupils well. Following a complete curriculum review, aspects such as problem-solving are well embedded. The extensive use of grouping by ability, and good guidance built into the planning, help to ensure that activities match pupils' ability. There is good provision for pupils with learning difficulties and/or disabilities. Good specialist teaching in music contributes well to high standards in the performing arts. ICT skills are being developed well through regular timetabled sessions with a specialist instructor. Regular swimming lessons make an important contribution to pupils learning about safety. The curriculum is enriched well, especially through themed weeks, but few opportunities have been provided for pupils to visit other places. Extra-curricular clubs in a diverse range of activities, especially sports, are well attended.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and the school is an attractive and welcoming community where they feel safe. The recently established 'nurture group', focusing on social and emotional skills development, supports pupils well, helping those who find playtimes and afternoon sessions difficult to manage. This has led to reduced incidents of bad behaviour, particularly on the playground. The quality of support in lessons and provision for pupils with learning difficulties and/or disabilities is good. Liaison with external agencies is effective. Good systems exist for ensuring pupils' safety and safeguarding procedures meet requirements. Arrangements for supporting pupils' academic progress are also good. A wide range of assessment information is collected. The results are used well to track pupils' progress and to set learning targets but these are not always detailed or specific enough for pupils to know how to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides dynamic and very effective leadership and she ensures that school improvement continues to be at the heart of its work. A particular strength is the way that she encourages other senior staff and subject coordinators, and supports them in the development of their skills. They take responsibility well and share fully in the process of evaluating the school's work. As a result, self-evaluation processes are good. The school improvement plan is detailed and is focused clearly on raising standards. The school is very committed to ensuring that it is fully inclusive and that all pupils have equality of opportunity.

The school uses the full range of information effectively to accelerate the progress that groups of pupils are making, especially those with learning difficulties and/or disabilities. There is now increasing rigour in extending the provision for those with particular gifts or talents. Challenging targets for pupils' achievement are used well to support data analysis. In 2007 they were realistic and were met, except for English at Level 5, which fell short. Governors support and challenge the school well. The committee structure is particularly effective. The very good level of

information which they receive gives them a clear view of the school's strengths and weaknesses. Resources and finances are managed well.

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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	3
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	2
The attendance of learners	3
The behaviour of learners	2
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	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

7 November 2007

Dear Pupils

Inspection of Canvey Junior School, Canvey Island, SS8 0JG

Thank you for being so welcoming and helpful when we visited your school. We enjoyed meeting you, seeing you learn and hearing about your experiences.

We think you go to a good school that is getting better all the time. We found it to be friendly and caring. It was good to hear you say that teachers make your lessons fun and give you interesting things to do to make your time at school enjoyable, although we were disappointed to find that you do not use computers enough in your normal lessons. You make good progress with your work. The most recent results in Year 6 tests are similar to most schools, although the standard of writing for many of you still needs to be improved. You respond well to the teachers' insistence on good behaviour and many of you like to take on additional responsibilities such as being prefects. It is good to hear you are finding the use of targets helpful. The headteacher runs the school very well.

There are two main things that we have asked her to do to make the school even better.

- We have asked the school to do more to help you improve your standard of writing, by finding more ways of helping you and making sure you know what to do to reach the next level.
- We have asked the teachers to give you more time to use computers as part of your learning in normal lessons.

We hope you carry on enjoying your time at the school and do well in the future.

David Benstock Lead inspector