

Jotmans Hall Primary School

Inspection report

Unique Reference Number	115251
Local Authority	ESSEX LA
Inspection number	311888
Inspection dates	18–19 September 2007
Reporting inspector	John Paull

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	305
Appropriate authority	The governing body
Chair	Mr Mick Jacks
Headteacher	Mrs Nicki Kadwill
Date of previous school inspection	6 December 2004
School address	High Road Benfleet Essex SS7 5RG
Telephone number	01268755456
Fax number	01268795604

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Jotmans Hall is larger than most primary schools. Nearly all its pupils are from White British backgrounds. A small number speak English as an additional language. The percentage of pupils identified with learning difficulties and/or disabilities, including those with a statement of special educational need, is broadly average. The proportion who are entitled to a free school meal is lower than average. Attainment on entry is broadly average, although it ranges widely with several children displaying lower communication, language and literacy skills than is usual on entry to the Reception class. Since its last inspection, the school has experienced several changes in its teaching staff. The school has recently achieved ActiveMark and Healthy Schools Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Jotmans Hall Primary School provides a satisfactory standard of education with a number of good features. These include strong personal development, good spiritual, moral, social and cultural development, and an effective curriculum. The quality of teaching and learning is satisfactory leading to overall achievement that is sound with broadly average standards. Pupils with learning difficulties and/or disabilities make good progress towards their individual targets. This is because provision and links with agencies that offer support and advice, are good. Relationships with parents are positive. While care, guidance and support are satisfactory overall, many of the school's arrangements for personal care and support are particularly effective. This means pupils behave well, are happy to come to school and their attendance is above average. Pupils also know much about keeping healthy and safe and they contribute strongly to helping the school run smoothly.

Leadership, management and governance are sound. The school's ability to judge its own performance is at least adequate. The headteacher and deputy headteacher have done well in sustaining the school's strengths from the last inspection, and in maintaining a satisfactory capacity to improve, despite many changes in staffing. Many subject co-ordinators are new to their roles, so the monitoring and tracking of pupils' progress across different subjects is at an early stage. It has not always been possible to share information quickly enough to make a difference to standards and not all pupils are clear about their targets or how to use them to make progress. This has resulted in some inconsistency of approach, especially in the teaching of writing. Currently, overall standards in English are broadly average and progress is satisfactory. Pupils perform much better in reading. This is because the teaching of reading is particularly effective and standards in the subject are now above average by the time pupils leave the school. In this, there has been much improvement since the last inspection, when standards in reading were an issue for action. The school is part of a local authority initiative to improve its use of monitoring and assessment to raise standards. The school has used this input to good effect and as a result in 2007, results in national tests rose for Year 6 pupils in mathematics and science. They were above average in mathematics.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress in the Foundation Stage and most meet the goals expected by the time they transfer to Year 1. Teaching is satisfactory and engages children's interest through a wide range of practical activities. The curriculum is satisfactory. Planning of early literacy and numeracy skills is good, but in other areas of learning there is not always enough detail to ensure provision meets the needs of all children and helps them to meet their targets. Children settle into school quickly because the staff involve parents well through an induction programme. A good relationship with parents is fostered and teachers gather useful information, helping to ensure they plan activities that move children on in their learning, especially in literacy and number. All adults in school demonstrate good levels of care, so children feel secure and participate enthusiastically in activities.

Children learn to share, take turns and tidy up after activities. The outdoor area is used appropriately at playtimes and for sand and water play. However, its use is limited across other areas of learning, so does not support progress on a wider scale. Planning to tackle this situation is already underway.

What the school should do to improve further

- Use outcomes of assessment consistently and robustly to set pupils' targets and focus teaching and learning more fully on raising standards, especially in relation to writing in the main school and outdoor and practical areas of learning in the Reception class.
- Develop the monitoring skills of subject coordinators and ensure that evaluations are used consistently to improve progress and raise standards.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

While standards are broadly average and pupils' achievement is satisfactory, variations are apparent from year to year and between subjects. On entering the Reception class, most children perform at standards expected for their age, although several are weaker than usually found in communication, language and literacy. Owing to satisfactory teaching, standards reach broadly average levels in Year 2. Satisfactory achievement is also apparent through to Year 6. By the end of Year 6, standards remain broadly average although, since 2004, a strong emphasis on the teaching of reading has resulted in good achievement and above average performance. Writing standards, however, are not as high so, overall, attainment in English is broadly average, and pupils achieve satisfactorily. Standards in mathematics and science are also broadly average although, in 2007, they were above average in mathematics and higher attaining pupils did well. Pupils with learning difficulties and/or disabilities progress well towards their own targets. This is because what they do is carefully checked and analysed and clear, useful targets are set.

Personal development and well-being

Grade: 2

Pupils have good attitudes to learning and nearly all enjoy coming to school. 'It's all good really and that includes the teachers' was a typical comment made by a Year 5 pupil. Attendance is above average and punctuality is good. Pupils are friendly, polite and confident. They know right from wrong and their good behaviour reflects this. Pupils work together well, sharing equipment and discussing their work productively. They are very clear about the importance of maintaining healthy lifestyles through diet and exercise. They particularly enjoy physical education lessons and many participate in extra-curricular sport. They know how to keep safe in and out of school. Pupils readily accept responsibility as, for example, school councillors and playground buddies. They show care for others through raising funds for charities and helping younger children with reading. The standards that they reach in basic skills give them a satisfactory grounding for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teachers take good care to plan lessons that pupils find enjoyable and interesting. Teachers have suitably high expectations of pupils' behaviour, and relationships are good. Teaching and

learning for pupils with learning difficulties and/or disabilities are good. Those who speak English as an additional language are also supported effectively. Pupils in these groups achieve well. This is because the assessment of their work is good. It is used effectively to diagnose their needs and to coordinate action to meet them. Overall, however, assessment through the school is satisfactory. Systems to measure and monitor pupils' progress in literacy and numeracy are good. However, staff changes and the newness of some coordinators to their roles means that consistency in using the information gathered is still being developed. Not all pupils are confident about how targets show them what to do next to improve.

Curriculum and other activities

Grade: 2

The curriculum contains strong provision for pupils' personal development. For example, healthy lifestyles are promoted well. A good range of sporting and other activities are also provided. Pupils in all year groups from Year 2 to Year 6 take part in the good, varied range of clubs. These make a positive contribution to their enjoyment of learning and to their social and physical development. Good use is also made of visits and visitors to support class learning and bring the curriculum alive. The school is working to develop and increase links between different subjects. Pupils with learning difficulties and/or disabilities receive work that is well adapted to meet their needs. They are integrated effectively into all aspects of school life. Pupils who speak English as an additional language are also appropriately served. As a result, these groups make good progress. Planning in the Foundation Stage is satisfactory overall, although it lacks sufficient emphasis on outdoor and practical learning.

Care, guidance and support

Grade: 3

The school has strong, secure systems for safeguarding pupils' welfare and procedures meet current requirements in all respects. Staff are well-trained in child protection matters and are good at managing pupils' behaviour. Pupils say they feel confident in talking to staff if problems arise and say that matters are sorted out well. They are also clear that their school does not have many problems that might upset them. Attendance and punctuality are monitored effectively. Staff regularly assess how well pupils are making progress in their personal and academic learning. This is particularly strong for pupils with learning difficulties and/or disabilities, where the information is used well, and teachers involve pupils and parents in setting targets for the future. Pupils' understanding of how to improve their learning is limited because they are not involved enough in assessing their own progress towards their targets.

Leadership and management

Grade: 3

The headteacher, deputy headteacher and governors have done well in managing several changes in personnel. This has meant that many subject co-ordinators are recently appointed. While they have accepted their responsibilities enthusiastically and have made good starts, monitoring and evaluation of the school's performance is currently satisfactory. Nevertheless, the headteacher is successfully gelling together the team and there is an increasingly cohesive approach and commitment to raising standards. Throughout the period of change in staffing pupils' achievement has been maintained at satisfactory levels and parents indicate strong

support for what the school and its staff do for their children. Arrangements to ensure equality of opportunity are sound and satisfactory value for money is achieved.

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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?	3
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

20 September 2007

Dear Children,

Inspection of Jotmans Hall Primary School, Benfleet, SS7 5RG

Thank you for being so friendly and kind when Mrs Barnes, Mrs Summers and I visited your school. You helped such a lot to make the two days go well. We enjoyed speaking to you and seeing your work. It is great that so many of you told us that you like school and that your teachers care for you a lot while you are there. We agree with these views. Your school is giving you a satisfactory education, and a number of elements are good. We were very pleased to see how well you behave in school and get on with each other.

Here are some more things that we like about your school.

- You read well and the 2007 results in mathematics were good.
- Your attendance, attitudes towards others and your willingness to help make things run smoothly in school are good.
- Your teachers plan interesting things for you to do, helping you to enjoy school.
- Children who need extra help are given it willingly and effectively.

What we are asking your headteacher, staff and the school's governors to do next.

- Help you to use your own targets, so you know how to make even better progress and to do the same sort of thing to help children in the Reception class with their learning.
- Make sure that information about your progress is passed quickly between teachers, so they can use it to make your work better.

I hope that you will always continue to be proud of your school and enjoy what it provides for you.

John W. Paull

Lead inspector