

# Thorpe Greenways Junior School

## Inspection report

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<b>Unique Reference Number</b>	114777
<b>Local Authority</b>	Southend-on-Sea
<b>Inspection number</b>	338443
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Paul Edwards

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 of pupils on the school roll</b>	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeffrey Grove
<b>Headteacher</b>	Ashley Eastwood
<b>Date of previous school inspection</b>	5 March 2007
<b>School address</b>	Greenways Southend-on-Sea SS1 3BS
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 27 lessons or parts of lessons while visiting 20 teachers. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, and minutes of meetings of the governing body. They also examined the school's arrangements for safeguarding and scrutinised pupils' work. Staff and pupils' questionnaires were also scrutinised, along with 71 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make in English
- whether pupils are making sufficient progress in Years 3 and 4
- the impact of the leadership in raising the quality of learning
- the impact of the school's strategies on improving the pupils' attendance.

## Information about the school

Thorpe Greenways is a much larger than average-sized junior school. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly average. The percentage of pupils eligible for free school meals is similar to the national average.

The school has gained the Activemark award. It is also an accredited Teacher Learning Academy Centre. A breakfast club, for pupils from the school and the infant school which shares the site, operates each morning. This is managed by the governing body. There is also a pre-school setting which operates on site. This is managed privately and subject to separate inspection arrangements.

The headteacher was appointed as permanent headteacher in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Thorpe Greenways provides a satisfactory education. It is, however, improving well, as the result of strong and effective leadership that is focusing closely on improving the quality of pupils' learning. There are many good features, for example pupils' behaviour, their enthusiasm and the quality of care and support provided for them by the staff. The school does all it can to improve attendance and reduce the amount of persistent absenteeism. Most parents responding to the questionnaire expressed their satisfaction with the school. The views of one are typical when commenting, 'overall, a pleasant, friendly school offering good facilities with the children's best interest at heart'.

Pupils' attainment when they enter school is above average. Satisfactory progress and achievement ensures it remains above average by the end of Year 6 in the key areas of English, mathematics and science. However, the overall picture of satisfactory progress masks variability in some year groups and classes, a situation that the leadership is working hard to resolve. For example, in the past, particularly good progress has been made in Year 6, with less progress made lower down the school. However, the leadership is ensuring there are strengths in teaching in all year groups and this is beginning to iron out underachievement. The quality of teaching is satisfactory and improving, as a result of rigorous monitoring coupled with an effective coaching programme. The introduction of a common approach to planning, and a clearer understanding by teachers of how learning objectives should be expressed, is leading to improvements. As a result of effective training, teachers are much better equipped to assess the level at which pupils are working. However, the leadership has rightly identified that teachers are not yet making sufficiently effective use of this assessment information to pitch work at the right level for all groups of pupils. Consequently, there is still some variability in progress. Marking of pupils' work is too inconsistent with few teachers identifying how pupils might improve their work. Pupils with special educational needs and/or disabilities make progress in line with their peers. However, those with more complex needs, including social, emotional or medical are provided with very good support enabling them to progress well.

The otherwise satisfactory curriculum is enhanced by a good range of stimulating activities. There is good provision for the teaching of French and information and communication technology. Good provision for sporting and physical activities, including swimming, plays a significant part in the pupils adopting a healthy lifestyle. There are too few opportunities for pupils to take on responsibility and to use their own initiative within school and the local community. The school council meets but has not been influential in any changes.

The headteacher has provided tremendous drive to move the school forward and he is

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very well supported by the senior leadership team. The skills of middle leaders are improving and there is a sense of cohesiveness in their drive for improvement. One member of the team expressed the views of others when stating, 'It is easy to jump on board when we are so well led.'

Self-evaluation is very accurate and reflects exactly what the school is doing well and what needs to be improved. Governors are now beginning to play a more influential role in the school's strategic development. Information as to how well the school is performing is shared with them and they are increasingly holding the school to account. Therefore the school has a good capacity to further improve. There are strong links with outside agencies that help to support pupils well, particularly for those with special educational needs and/or disabilities. Community cohesion is not yet embedded throughout the school. Pupils' global awareness of other cultures and diversity is not yet fully developed.

### **What does the school need to do to improve further?**

- Accelerate pupils' learning further by;
  - ensuring teachers make more effective use of assessment information when planning lessons so that work is always consistently challenging for all groups of pupils
  - making more effective use of marking to clearly identify how pupils might improve their work
  - providing all groups of pupils with targets that provide them with a clear and measurable target for the next steps in their learning.
- Provide pupils with more opportunities to develop their independence and take on responsibility by;
  - ensuring there are more opportunities in lessons for pupils to find things out for themselves
  - extending opportunities for them to initiate how they might better contribute to the school and community.
- Develop planning for community cohesion so that it improves pupils' awareness of other religions, cultures and backgrounds both in this country and globally.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

**3**

National tests have shown that, by the end of Year 6, attainment has been well above average in mathematics for the last three years and in science for the last two years. Attainment was broadly average in English in 2009. Analysis of the school's data shows that attainment in English is improving slightly. In the lessons seen, pupils occasionally made good progress but the overall picture is of satisfactory progress. Occasionally,

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pupils of all abilities do not progress as rapidly as they should because work is not consistently well matched to their prior learning. Pupils read well and articulate their thoughts confidently when responding to teachers' questioning. Writing skills are improving although the lack of incisive marking sometimes inhibits more rapid progress. The pupils' mastery of French is impressive and stands them in good stead for the next stage of learning. Teaching assistants play a significant role in ensuring those pupils with special educational needs and/or disabilities progress as well as their classmates.

Pupils get on with one another and cooperate well when given the opportunity. They say they feel safe and most believe that issues such as bullying are dealt with effectively by the teachers. Pupils behave well and they usually enjoy lessons, although they become a little passive where learning is less exciting. Pupils are willing to take on responsibilities such as helping with the school tuck shop and running charity events but these are limited and consequently they do not contribute to the life of the school and community as much as they should. Overall attendance rates are affected negatively by a small number of persistent absentees. Pupils are particularly keen to take part in the good range of sporting and physical activities, although they wish their playground provided better opportunities for these. A very high proportion of pupils cycle to school, a policy actively encouraged by the school. Pupils have a very good understanding of right and wrong and care about the needs of others. The effective teaching of religious education provides them with a good knowledge of different religions. However, their understanding of different cultures and backgrounds both globally and nationally is underdeveloped. The pupils' above average basic skills, regular attendance by most, and their strong social skills prepare them well for the next stage of education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers enjoy good relationships with their pupils and manage behaviour well. Teaching assistants are utilised well and make a good contribution to supporting pupils who need additional help. The leadership has reduced the reliance on end of year assessments and now, half-termly assessments provide teachers with a clear picture of pupils' progress. Teachers are using the information to set general learning objectives but they are not specific enough to ensure all make the progress of which they are capable. Teachers' planning is detailed and identifies clearly the different groups and the range of strategies to be employed. Teachers are beginning to make more effective use of interactive whiteboards to enhance learning. Teachers question pupils effectively and provide them with good opportunities to discuss ideas with partners and in groups. Teachers' subject knowledge is good. Most of the pupils' work is marked regularly although it frequently lacks guidance as to what the pupils need to do to get better. Booster classes are in place to provide support for those pupils who need extra help in English and mathematics and make an effective contribution to their learning. There is a good range of visitors and visitors enhance the good range of activities provided by the school. Pupils' personal, social and health education is promoted well through an effective programme. There is effective provision for gifted and talented pupils, in music and sport. All of the parents responding to the parental questionnaire felt their children were well looked after. The breakfast club that operates each morning provides effective care for pupils. Transition arrangements for pupils moving to secondary schools are effective, and there are secure links with its feeder infant school to ensure pupils settle well when they start junior school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has high expectations of what the school can achieve and senior

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leaders and staff are united in the vision for improvement. The clarity of its self-evaluation has been key to ensuring improvements are becoming embedded, although there is still work to be undertaken. Detailed tracking of pupils' progress is providing the staff with a very clear picture of where there is underachievement and senior staff ensure equality of opportunity is promoted and that there is no discrimination. The school undertakes a detailed analysis of attendance at various clubs and activities and they use this information to see that all pupils are provided for. Links with parents are good and developing. For example, the philosophy sessions provide them with an idea of how their children learn. At the time of the inspection, there were good and well-implemented systems in place for safeguarding pupils. Child protection procedures are well-understood by staff and training is up to date. Risk assessments for visits and activities are rigorous. Community cohesion is satisfactory. The headteacher rightly acknowledges that there is still work to be undertaken so that it covers all the appropriate sections and that its provision has an impact on the pupils' understanding of cultural, social and religious backgrounds, both globally and nationally.

The governors play an important and effective role in the life of the school. They are now attending governor briefings and share the vision of the headteacher for improvement. They are now holding the leadership to account and make regular visits to provide themselves with a better understanding of what is taking place in school. The school has made good improvement since the previous inspection and is well placed to sustain the rate of improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**



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Only a small proportion of parents and carers returned the questionnaire. Those that did were pleased with most aspects of school life. A small proportion felt that their children could make better progress and the inspectors have identified that some pupils are not making the progress of which they are capable.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thorpe Greenways Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	59	27	38	0	0	1	1
The school keeps my child safe	45	63	26	37	0	0	0	0
The school informs me about my child's progress	35	49	32	45	3	4	1	1
My child is making enough progress at this school	35	49	29	41	7	10	0	0
The teaching is good at this school	38	54	27	38	6	8	0	0
The school helps me to support my child's learning	31	44	32	45	6	8	1	1
The school helps my child to have a healthy lifestyle	39	55	28	39	3	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	51	32	45	2	3	0	0
The school meets my child's particular needs	34	48	30	42	7	10	0	0
The school deals effectively with unacceptable behaviour	34	48	27	38	5	7	2	3
The school takes account of my suggestions and concerns	27	38	37	52	5	7	2	3
The school is led and managed effectively	40	56	29	41	2	3	0	0
Overall, I am happy with my child's experience at this school	45	63	22	31	2	3	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 July 2010

Dear Pupils

Inspection of Thorpe Greenways Junior School, Southend-on-Sea, SS1 3BS

Thank you very much talking to us when we visited your school recently. This letter is to tell you what we found.

You go to a satisfactory school that is making some good improvements.

You behave well and enjoy learning.

Most of you attend school regularly.

You attain standards that are above those in other schools and you make satisfactory progress.

You have a good understanding of how to keep healthy. We are pleased that many of you cycle to school and you know how this helps you to keep fit.

You have good opportunities to develop your interests, including sports, and visits to different places.

The teaching is satisfactory and all of the staff look after you well.

Your school works well with other organisations.

Those in charge of the school are providing good leadership.

These are the things we have asked your headteacher and staff to do in order to make your school even better.

Help you to make better progress by helping teachers to make more effective use of information that tell them how well you are doing.

Help you to learn more about those people from different cultures, religions and backgrounds.

Give you more opportunities to find things out for yourselves and to take on responsibilities.

You can help by really trying to do your best work all of the time.

Yours sincerely

Paul Edwards

Lead inspector

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