

Bournes Green Junior School

Inspection report

Unique Reference Number	114786
Local Authority	Southend-on-Sea
Inspection number	354316
Inspection dates	21–22 June 2010
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 category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Stewart White
Headteacher	Rupert Snow
Date of previous school inspection	29 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed all 10 teachers who were teaching during the inspection. They held meetings with the headteacher, governors, senior leaders, special educational needs coordinator, middle leaders and staff. They talked to three groups of pupils from different year groups, including some from the school council. The inspectors observed the school's work and looked at some documentation including the safeguarding policy and risk assessments. An analysis was made of school data on pupils' attainment and progress, and inspectors looked at pupils' work in books and on display. A scrutiny of 123 parents' and carers' questionnaires and some from pupils and staff was carried out.

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

- how consistently boys' attainment and progress are monitored, including of those with special educational needs and/or disabilities
- how well do senior leaders monitor the attainment and progress of minority ethnic pupils
- how successfully the school uses feedback to pupils to increase their rate of progress, especially in English
- how effectively the school's leaders are developing pupils' understanding of cultural issues in the United Kingdom.

Information about the school

Bournes Green Junior School is a larger-than-average sized school of its type. Most of the pupils are from White British backgrounds and few are from minority ethnic groups. A few pupils speak English as an additional language, but none are at the early stages of learning it. The proportion of pupils with special educational needs and/or disabilities is below average. The school attained Investors in People again in 2008, Healthy Schools status in 2006, and Splashmark in 2010 for the development of pupils' skills in a modern foreign language.

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?

1

The school's capacity for sustained improvement

1

Main findings

Bournes Green Junior is an outstanding school. Pupils of all abilities and backgrounds are fully involved in school life. All pupils are treated as unique individuals. This is because the school gives every pupil an outstanding level of care and guidance. Nearly all parents and carers are positive about the ways their child's needs are met by staff. One parent summed their thoughts up when writing: 'A great school, which is outstanding in its contribution to our child's academic and social development.' Engagement with parents and carers is good so pupils settle quickly into school life. Pupils work together extremely well and their behaviour is exemplary. They say they enjoy a wide variety of activities and topics. For example, several Year 6 pupils said they really liked the art projects and were very proud of their water-colour paintings of flowering plants. Standards in art are high and all around the school many superb displays celebrate pupils' achievements. Pupils' attainment in Year 6 is consistently high and they progress well from their above average starting points. This is due to good-quality teaching. Teachers use a wide range of approaches and often direct questioning thoughtfully. Occasionally, the objectives for learning are too broad and so pupils do not know, specifically, what skills they are expected to use in each lesson. Occasionally, teachers' spoken and written feedback does not explain how successfully pupils have learned and what they could do to improve, especially in English.

An outstanding curriculum promotes pupils' reading, writing and numeracy skills particularly well. Pupils develop exceptional information and communication technology (ICT) skills because resources are used successfully. Pupils in Year 6 created excellent presentations using photographs from their trip to France, making very good use of the ICT suite. Pupils say they greatly value the very wide range of sports activities such as gymnastics, cricket and swimming. They develop outstandingly healthy lifestyles. Every morning pupils take part enthusiastically in physical exercise sessions - for example, Year 3 pupils learnt successfully to move in time to music in the style of Chinese movements. Older pupils have grown their own vegetables this year and they recently harvested and ate their own home-grown potatoes and broad beans. All pupils are very knowledgeable about foods which are better for them and those which should not be eaten too often.

Excellent leadership of the headteacher and his team is astutely driving improvements. The headteacher's leadership motivates others to work together very thoughtfully. Staff, governors and pupils are proud to be part of the school. Considerable improvements since the last inspection include pupils' developing their skills outside the classroom more often - for example, they even learn to read outside because an all-weather canopy has been installed. Self-evaluation is accurate and used extremely well by senior

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and middle leaders. Its impressive track record of improvement puts the school in an outstanding position to advance further.

What does the school need to do to improve further?

- Improve the consistency of teaching by ensuring it always involves:
 - effective sharing and use of specific learning objectives so that pupils are totally clear about how to attain even higher levels of skill
 - regular opportunities for pupils to receive feedback about how they have been successful in their learning and what they could do to improve.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is outstanding. As a result, attainment is high by Year 6 in English, mathematics and science. High levels of attainment in national tests have been maintained over the last five years. Observations in lessons and teachers' assessments show that at least half of Year 6 pupils are working at above expected levels of skill in English, mathematics and science. For example, Year 6 pupils write wonderful poems about using very adventurous vocabulary effectively. Boys and girls attain similarly high standards due to methodical monitoring by senior leaders. Pupils who speak English as an additional language or are from minority ethnic groups develop their skills effectively because their progress is watched over astutely by staff. Progress made by pupils with special educational needs and/or disabilities is monitored carefully and findings are used constructively so that they achieve well. Outcomes for pupils are outstanding because they receive good teaching and this is greatly supported by pupils' highly positive attitudes to learning. This enables all groups to make enough progress to reach outstanding levels of attainment.

Pupils feel extremely safe in school. They are very successful in keeping themselves safe. For example, they are clear that they should not be texting as they cross the road. They know how to keep themselves safe when using the internet. Pupils contribute to the community well. For example, they recently took part in local sporting activities and have won many cups and awards for the school. Pupils respect everyone they meet and understand effectively that some people need more help than others. They thoughtfully support a local hospice and recognise that some people face very significant challenges in their lives. Their spiritual development is good. For instance, pupils in Year 6 wrote expressively about their hopes and dreams. Pupils show high levels of ambition. One wrote that she would like, 'to get a job which I have worked hard for'. Pupils concentrate outstandingly in lessons because staff work thoughtfully to make them interesting. They make excellent preparation for the next stage of their education. Attendance is high.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good-quality teaching ensures pupils progress well in their learning. During the inspection, the most successful teaching set high expectations of all pupils so that by Year 6 most work at above expected levels of attainment. Consequently, pupils developed their key skills rigorously. In one outstanding session seen in Year 6, the teaching explained very effectively how to start a paragraph in interesting ways so that pupils learnt to write accounts of their trip to Boulogne using a rich variety of vocabulary. Links between subjects were made effective when pupils were prompted to use French phrases which they used on the trip to Boulogne in their writing. Teachers mostly use their knowledge of pupils' prior learning effectively when planning for their next steps. Occasionally, lesson planning does not always ensure that extension activities are clearly set out and so they are not always used well enough in class.

A very high priority is given to the development of language and scientific skills in the school's excellent curriculum. Children's learning is effectively enriched, for example, by the teaching of French. Pupils learn to sing very successfully and develop their musical skills. Many pupils take part in drama, art and sports after-school activities as well as in two hours of physical education during the school week. The pupils very much enjoy all the enthralling projects planned for them. They especially enjoy the design and technology topics - for instance, Year 4 enthusiastically worked to design their own football logo in connection with their studies of the World Cup. Pupils learn successfully

¹ 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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about people in different parts of the world when, for example, they are prompted to create beautiful plate designs in the style of a Chinese willow pattern. All learn successfully about Christian and other beliefs in well-thought-out assemblies and religious education lessons. Provision for gifted and talented pupils is developing effectively.

An extremely welcoming and friendly atmosphere is clear to visitors to the school. This is because pupils receive high levels of support from staff and so relationships are very positive. From the moment pupils start at this school, their pastoral and academic needs are met very thoughtfully. Pupils transfer very smoothly because they start a transition project in the infant school, which is then continued when they enter the junior school. Vulnerable pupils are identified particularly well and they are assisted to make good progress. The school works very carefully with other agencies to increase pupils' well-being. Those from minority ethnic groups are supported effectively and so they are successfully integrated into school life. Teaching assistants work skilfully to support all pupils, especially those with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school with outstanding dedication and he is ably supported by a highly committed team of staff. All are working astutely to improve the school even further, and all are involved effectively in evaluating its strengths and areas for development. Planning for development is thorough and sets clear direction for future improvements in the quality of education. Pupils have equal opportunity to learn successfully because the school works very rigorously to remove any discrimination or obstacles to learning. The staff work meticulously and methodically to meet each pupil's individual needs.

Governance is outstanding; governors challenge the school very effectively. The governing body has been highly effective in helping to develop the quality of education. For instance, governors regularly come in and monitor learning by making highly focused observations around the school. Governors have a systematic approach to collecting the views of parents and carers and questionnaires are sent regularly to gather users' ideas. Governors make sure child protection and health and safety matters are dealt with meticulously. Safeguarding procedures meet requirements and an effective policy is in place. Risk assessments are carried out rigorously.

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The school works well to bring together the school and wider community. For example, the school and pupils successfully organise a summer fete for people in the locality. The school has evaluated all aspects of community cohesion rigorously and is developing further links to deepen pupils' understanding of how to compare and contrast different cultures from first-hand experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers expressed a high level of satisfaction with their child's overall experience and enjoyment of school. A very high proportion strongly agrees that their child is kept safe at school. Many parents and carers agree that the school is well led and managed. A few said they would like more information about how much progress their child is making and the school is already looking into this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bournes Green 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 123 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	62	44	36	2	2	0	0
The school keeps my child safe	75	61	45	37	3	2	0	0
The school informs me about my child's progress	43	35	70	57	6	5	3	2
My child is making enough progress at this school	43	35	71	58	6	5	1	1
The teaching is good at this school	52	42	66	54	5	4	0	0
The school helps me to support my child's learning	39	32	72	59	6	5	3	2
The school helps my child to have a healthy lifestyle	60	49	61	50	1	1	0	0
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)	58	47	56	46	4	3	0	0
The school meets my child's particular needs	50	41	64	52	4	3	2	2
The school deals effectively with unacceptable behaviour	43	35	65	53	5	4	0	0
The school takes account of my suggestions and concerns	35	28	75	61	4	3	2	2
The school is led and managed effectively	76	62	43	35	3	2	0	0
Overall, I am happy with my child's experience at this school	70	57	48	40	4	3	0	0

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



23 June 2010

Dear Pupils

Inspection of Bournes Green Junior School, Southend-on-Sea, SS1 3PX

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend an outstanding - and a very happy and friendly - school. Here are the positive things about your school.

You make good progress in your work and attain excellent academic standards.

Your behaviour is excellent.

Your headteacher and teachers use a lot of imagination about ways to improve your school.

Teaching is good and the staff work hard to make sessions interesting for you.

A good partnership is in place between the school and your parents and carers.

The care and support you receive from staff is exceptional. They listen to you thoughtfully so that you always feel safe in school.

We have asked your school to look at how it can make things even better. The most important matters are to:

- make sure staff explain to you more fully what you are to learn in lessons and what skills you should use
- point out the stronger and weaker aspects of your work in detail so that even more of you reach higher levels of knowledge and understanding.

Continue to listen carefully to staff comments, come to school everyday and enjoy all the superb things you are learning at Bournes Green Junior School.

Yours sincerely

Jackie Cousins

Lead inspector

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