

# Canvey Junior School

## Inspection report

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<b>Unique Reference Number</b>	114822
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357626
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Graham Preston

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>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lorraine Breading
<b>Headteacher</b>	Mrs Janet Vaughan
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	Long Road Canvey Island Essex
<b>Telephone number</b>	01268 682288
<b>Fax number</b>	01268 682535
<b>Email address</b>	admin@canvey-jun.essex.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers in 17 lessons. Meetings were held with governors, groups of pupils and staff. Different aspects of the school's work were observed and documentation scrutinised, including that relating to safeguarding practices, the school's self-evaluation and development planning, as well as 58 returned questionnaires from parents and carers.

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

- The extent to which the school's tracking data, observations of learning and evidence in pupils' work support the school's view that progress and learning are now outstanding and sustainable.
- How far the strengths in special educational needs and/or disabilities provision are enabling those pupils to make as good or even better progress than others.
- The evidence that teaching is fully engaging and challenging pupils, particularly in writing.
- The extent to which teachers' marking and the many different ways the school helps pupils' learning are contributing to improving standards and progress.
- How well the governing body, school leaders and staff have met the challenge of maintaining significant school improvement while supporting a local underperforming school.

## Information about the school

This is an above average sized junior school. Almost all pupils are of White British heritage and very few are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is now above average, including some with behavioural, emotional and social difficulties. The percentage of those known to be eligible for free school meals is average. The school shares the site with the infant school as well as a children's centre that supports local families and provides breakfast and after-school clubs. As part of the Canvey Schools Partnership, the school runs a Re-Start Centre for primary school pupils at risk of permanent exclusion. The school is also in a temporary federation with a local underperforming primary school and the headteacher manages both schools with the support of her staff. The school has gained National Healthy Schools status, the basic skills quality mark and Sports Activemark as well as the Inclusion Award for its work in supporting all pupils' learning.

**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

Canvey Junior is an outstanding school which has built on the success recognised in the previous report when it was judged to be a good and improving school. The headteacher, governors and staff are united in their commitment to high quality provision and raising standards as well as working closely with other Canvey Island schools to improve provision locally.

During their time in the school, pupils make outstanding progress to reach above average standards in reading and science and high standards in mathematics. Progress in writing is good and improving rapidly, evident in lessons and in the good quality of written work displayed around the school. The very strong provision for pupils with special educational needs and/or disabilities ensures that they too make outstanding progress.

All parents say that their children are secure in school and pupils themselves speak about feeling safe and well supported. Pupils have varied social circumstances and a considerable number have particular learning and other needs, and yet their commitment to school is very strong. Behaviour is almost always exemplary. Pupils really enjoy their lessons and, in all years, their understanding of their targets and how well they are progressing is impressive. The school council is very active and the school regularly consults all pupils and gives them varied responsibilities. Consequently, they demonstrate considerable confidence and readily take initiative in school, playing an active part in the various pupil conferences and events organised by the local partnership of schools.

The very positive attitudes and outstanding progress of pupils are the result of both outstanding teaching and the range of highly effective intervention and support strategies used by the school. Teachers work closely together to develop carefully-planned lessons, that share with pupils a clear purpose, and use a range of approaches that make learning enjoyable and challenging. This includes developing a high-quality curriculum that makes excellent use of local, national and international news and events and enables pupils to develop their mathematical skills through practical and realistic examples. The outstanding teaching is reflected in the considerable number of staff working towards accreditation as advanced skills teachers. Strengths in teaching are complemented by the rigorous tracking of each pupil's progress through all four years as well as provision of additional learning and support. Many pupils come in to school early to benefit from this extra provision, often organised to make learning fun. Marking is consistently good in the way it gives positive and constructive feedback though the school is still working towards ensuring that written comments reflect the best practice and link more closely to pupils' targets.

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Leadership and management are outstanding in the way almost all staff, including support staff, have a shared responsibility for the development of the school. This has resulted in high morale and a readiness by all to constantly reflect and improve on current practice. Self-evaluation is thorough, and the highly regarded headteacher is able to use her clear vision and successful experience also to manage a nearby underperforming primary school. In this, she is helped considerably by her deputy, senior leaders and the governing body in sustaining improvement in Canvey Junior, as well as organising shared staff training and development across both schools. The school is also a key player in the local consortium of schools and is recognised as providing a model of best practice. For example, the school's outstanding care and guidance, particularly for those with special educational needs and/or disabilities, is reflected in its setting up the Re-Start Centre where other schools can send troubled and behaviourally challenging pupils for skilled individual support. This provision has resulted in no permanent exclusions in the local area. The school's considerable strengths are enabling it to demonstrate an outstanding capacity for further school improvement. A telling comment was made by a senior leader who recognises that helping another school enables Canvey Junior constantly to reflect and improve on its own practice.

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

- – Improve the quality of marking from good to outstanding by:
  - ensuring that all staff consistently use the agreed school marking practice
  - showing pupils how they can improve against their learning targets.

**Outcomes for individuals and groups of pupils****1**

Pupils enter the school with below average standards, with few having gained higher levels in reading, writing and mathematics. Almost all pupils reach above average standards at the end of Year 6 with many achieving considerably higher levels than predicted when they came to the school. The school's greatest success has been in developing pupils' numeracy and mathematical skills where pupils leave with high standards. The most recent science results have improved substantially and now reflect a similar pattern of outstanding progress. Standards in reading have steadily improved and most recently are above average, reflecting at least good progress. Improved writing reflects good progress across Years 3 to 6 and this has been a major priority for the school. In lessons, pupils participate enthusiastically and confidently in mathematics and work with considerable accuracy and understanding. Much emphasis is placed on longer and more detailed writing, with opportunities to draft and present work neatly. A considerable number of pupils construct sentences well, appropriate to their audience, and make good use of description and words that connect different parts of a sentence. Much of this work is displayed around the school and reflects higher attainment than recent end of key stage test results indicate. Pupils with special educational needs and/or disabilities make outstanding progress because of the excellent additional

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support they receive, including a structured literacy and mathematics programme. The skilled one-to-one support in the Re-Start Centre has successfully supported those with behavioural, emotional and social difficulties from the 10 local primary schools and avoided the need for any to be permanently excluded.

Pupils like coming to school and want to do well in class and in their homework. Many take up the opportunity to do their work before and after school. Attendance has just improved after a considerable time and much effort by the school: it is now above average. Pupils wear their smart uniforms proudly, readily work with others and eagerly contribute in class. They develop a confidence and maturity from being prefects and buddies, participating in the school council and through the regular opportunities given to them to evaluate school provision. Consequently, the pupils contribute confidently and actively in the community, including participating in the area pupil forums and events where, according to the local coordinator, they play a leading role. There is a strong commitment to healthy lifestyles. Pupils actively promote healthy eating and decide on menus for lunch and breaks, participating in daily 'get active' sessions and being actively involved in social and emotional health sessions. All aspects of spiritual, moral, social and cultural development are very strong. Pupils engage well in assemblies and the end-of-day reflection. Their attitudes reflect very much the school ethos where everyone is included and, despite there being very few pupils from different ethnic backgrounds, pupils are clearly aware of different cultures from the outstanding curriculum that develops their wider awareness.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers work cohesively as a team in providing a shared approach to timetabling and lesson planning, so helping ensure consistently effective practice. A similarly shared approach to marking has recently been developed but has yet to be used consistently. Teachers are very conscious of the need to engage pupils quickly at the start of lessons, often with fun activities that consolidate previous learning and to share with pupils what the lesson is about and what they are meant to learn. Mostly, lessons set the different ability groups different but challenging learning targets. The curriculum focuses heavily on developing pupils' mathematical, reading and writing skills but in ways that are well matched to their interests. Good use is made of major world news and events to develop skills and a wider cultural and social awareness. Interactive whiteboards are used very effectively to help pupils to work together in solving problems and doing calculations. Learning support staff make a significant contribution and, on occasion, confidently contribute to whole class learning. The mix of individual and class support enables pupils with special educational needs and/or disabilities to make outstanding progress. Where teaching is at its best, pupils' learning is accelerated by lively and challenging practice, sensitive to pupils' needs, with detailed help and guidance that help pupils to improve.

In addition to a curriculum that is engaging and relevant and places an outstanding emphasis on developing skills, a wide range of additional learning opportunities contribute to pupils' progress. These include master classes for gifted and talented pupils, booster classes to help some move up a level, and emotional literacy sessions to help others develop socially. All pupils benefit from a personal and social development programme that permeates all areas of the school as well as a wide range of sports and other activities.

Strengths in care, guidance and support underpin all other aspects of the school's provision and parents particularly appreciate this. Pupils' behaviour, personal development and readiness to engage in learning are all helped by the detailed individual tracking which accurately identifies those who need extra help. Pupils whose circumstances make them vulnerable are quickly identified and nurture groups are used to help them integrate. The school trains older pupils to help others using the buddy system and involves them in deciding the school rules. A number of parents reported that they were grateful for the help they received in improving their children's behaviour at home and in settling them into school. Overall, the school has considerable in-house expertise which it uses to support other schools and works closely with specialist social agencies.

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*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher provides the necessary vision and drive that enables the school to be outstanding. In this, she is well supported by her deputy who is currently proving a highly effective acting headteacher when the headteacher is at the other school. The wider distribution of leadership responsibilities through the school has proved very effective in ensuring all teachers are involved in the process of monitoring and evaluating teaching and other provision and committed to continuous school improvement. The governing body actively challenges the school and demonstrates a deep understanding of its strengths and areas for development. Its members ensure all requirements are met with each governor having detailed personal responsibility for monitoring and evaluating specific aspects of the school.

The school works well to engage parents and carers, including through good day-to-day communication, a parents' forum, detailed termly reports on pupils' progress, fortnightly newsletters and a well-developed website. Parents' evenings are fully attended and parents and carers say that they are kept well informed. However, the school recognises that despite considerable efforts, it does not fully engage those who are hard to reach and is looking to further develop its website and to enable parents and carers to sit in on lessons. Partnerships are a major strength and the school plays a leading role in the Canvey Schools Partnership through which its pupils benefit from various activities such as master classes provided by the secondary schools.

The governing body ensures all safeguarding requirements are fully met. All policies are reviewed annually, and the governing body and staff have annual update training. Risk assessments are vigilantly overseen by the health and safety governor, who makes unannounced spot checks of the school administration. Pupils, members of the governing body and the site manager periodically walk the site to identify any health and safety issues: this led to the recent installation of the electronically controlled entrance gate.

Community cohesion is recognised as a work in progress though there is still much that is already good. The acting deputy headteacher, in conjunction with governing body, has produced a comprehensive audit and action plan. The school makes good use of the local churches and other faiths in assemblies and the curriculum provides insight into national and international issues. Links have been established with a school in a different part of the United Kingdom and the school is working now to develop global



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links.

The promotion of equal opportunities is at the heart of everything the school does. Its rigorous tracking systems of groups and individuals ensure that staff have a thorough knowledge of all the pupils and are sensitive to their needs. Every effort is made to ensure all pupils are successful, including those with special educational needs and/or disabilities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Although the number of questionnaires returned was modest, almost all parents and carers were entirely positive about the school and all were happy with their child's experience at the school. Inspection findings endorse parents' positive views. A very few questionnaire responses expressed concerns about pupils' behaviour and the use of learning support staff. These concerns were considered by inspectors who were impressed by the positive and cooperative behaviour of pupils and the skilled and dedicated work of learning support staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Canvey 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	47	29	50	1	2	0	0
The school keeps my child safe	37	64	21	36	0	0	0	0
The school informs me about my child's progress	31	53	26	45	0	0	0	0
My child is making enough progress at this school	29	50	27	47	0	0	0	0
The teaching is good at this school	33	57	24	41	1	2	0	0
The school helps me to support my child's learning	32	55	25	43	0	0	0	0
The school helps my child to have a healthy lifestyle	27	47	26	45	2	3	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)	29	50	25	43	0	0	0	0
The school meets my child's particular needs	28	48	29	50	0	0	0	0
The school deals effectively with unacceptable behaviour	26	45	29	50	0	0	1	2
The school takes account of my suggestions and concerns	20	34	33	57	1	2	0	0
The school is led and managed effectively	33	57	24	41	1	2	0	0
Overall, I am happy with my child's experience at this school	36	62	22	38	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



30 September 2010

Dear Pupils

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

Thank you for making us so welcome when we came to visit your school. Yours is an outstanding school where many of you are making excellent progress. This is helping you prepare very well for your move to secondary school. It is obvious that very many of you like coming to school and greatly appreciate the interesting and often fun learning activities. We were very impressed by your excellent and considerate behaviour in lessons and around the school. Equally impressive was the way so many of you join in discussions and cooperate with each other in your paired and group work. Very many of you play a very active part in school life, serving on the school council, as prefects or being helpful and supportive as buddies. Many of you are also involved in the joint activities with other schools and have been praised for your contributions to particular events such as public speaking.

The great majority of your parents are pleased with how well you are doing in school and value the way the school cares for and supports you. Many of you told us that you liked your teachers and most of you know how well you are doing in English, mathematics and science. Some of your teachers' marking is very detailed and helpful in showing you how to improve. We have suggested to the school that it would be a good idea if this excellent practice was used across all classes.

We believe you are fortunate to go to a school where the headteacher, staff and governors work very hard to make your time in Canvey Junior happy and successful. You can all help by maintaining your recently improved attendance and continuing to take an active part in school affairs. Thank you again for being so friendly and helpful on our visit.

Yours sincerely

Graham Preston

Lead inspector

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