

# Brightlingsea Junior School Profile

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## Brightlingsea Junior School

Eastern Road, Brightlingsea

Colchester, Essex, CO7 0HU

Telephone: 01206 303618

<http://www.brightlingseajuniors.uk.org>

Children's Service Authority:	Essex
Age range:	7-11
Number of pupils:	373
Head teacher:	Mrs Claire Claydon
Chair of governors:	Mrs Lesley Sycamore

## What have been our successes this year?

Our school building has been transformed over the last 4 years. Our original classrooms were semi-open plan and many were small and cramped. In 2005 we completed a small extension to create two new fully enclosed classrooms. During the 2007 summer holidays an ambitious building project took place that remodelled a large area of the school to create seven more, large, fully enclosed classrooms. All new classrooms have interactive whiteboards and all classrooms across the school, old and new, have been equipped with new furniture. Only two old style classrooms remain and it is hoped to remodel these to the same high standard in the near future.

Our school also has a designated room for the use of parents, carers and the community. We offer a range of classes for parents.

In 2007 we created two large enclosures in our school grounds. One houses four giant rabbits and the other a herd of fourteen guinea pigs. Our pupils take it in turns to care for these school pets, spending time with the animals is a very popular reward for good behaviour.

We have continued to improve our partnership with Brightlingsea Infant school. The schools now have a joint school uniform and often share resources and organise joint staff meetings.

## What are we trying to improve?

- **Raise standards and achievement (particularly in writing and maths)** - The school has been involved in the local authority's 'Increasing Success Programme' (ISP) to improve standards and achievement. In 2007 Ofsted recognised the impact that ISP is already beginning to have on standards in our school. Ofsted judged that our standards have improved since our previous inspection in 2004. They also judged that our current standards are in line with national expectations and achievement is satisfactory. We are working hard to continue this upward trend in our standards.

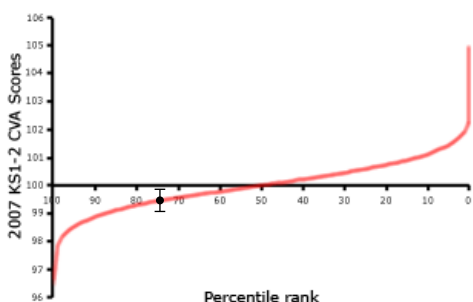
- **Introduce a Modern Foreign Language into our curriculum** - in 2008 we began teaching basic Spanish to all year groups.

- **Improve our school building** - During the summer holidays 2007 phase 3 of our building improvement plan took place. This phase created 7 new large fully enclosed classrooms. Nine out of twelve classes now have new large modern enclosed classrooms. Eleven out of twelve classrooms are fitted with interactive whiteboards. All twelve of our classrooms have been equipped with brand new furniture.

Please see also the final section of this profile - what have we done in response to Ofsted.

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## How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

In 2006 our Contextual Value Added (CVA) score was 99.1.

In 2007 our CVA score rose 0.3 points to 99.4.

### **Primary Schools in Essex : CVA Score**

National average = 100

Essex average = 99.8

**The data below shows how our 2007 CVA score compares to that of our neighbouring primary schools.**

Colne Cluster schools sorted by CVA score (2007 Year 6 SATs cohort):

Broomgrove Junior (Wivenhoe) 100.3

Millfields Primary (Wivenhoe) 100.2

Great Bentley Primary 99.9

#### **Brightlingsea Junior 99.4**

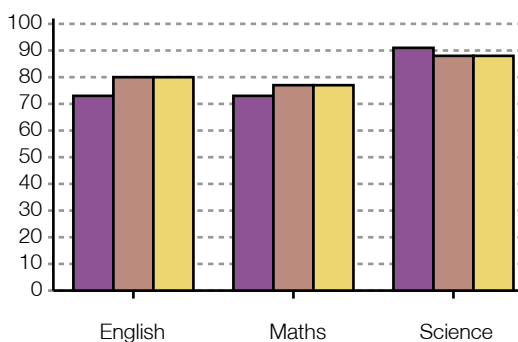
St Osyth C of E Primary 99.3

Elmstead Primary (Elmstead Market) 99.1

Alresford Primary 98.9

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### **How well do pupils achieve at age 11?**



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school   ■ Local schools (Local Authority)   ■ All schools

2007 SATs data &ndash; This cohort had an unusually heavy boy/girl ratio (53:38) and this was also reflected in the SEN register, where out of 14 on the register, 13 were boys. One child in the cohort had English as an additional language and made level 4 in both English and Maths. The SATs results matched with the teacher assessments.

Our English results were below the target we had set and showed a very slight decline (1%) on the previous year. Analysis revealed a disparity between the reading and writing elements of this score, with reading as a strength.

However, Maths and Science results for this cohort were in line with our expectations and Maths showed an increase of 5% on the previous year.

Our 2007 Science results improved significantly on those of the previous two years and rose above the average level for both local (Essex) schools and schools nationally.

Analysis using RAISEonline shows that Maths and Science standards are improving. Our aggregate score for English, Maths and Science has steadily improved over the last 3 years (2005 - 223, 2006 - 227, 2007 - 238). Meanwhile during the same period the average aggregate score for Essex LA has remained static.

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## **How have our results changed over time?**

In February 2007 Ofsted found that we had improved our standards since our last inspection, in 2004. Our current standards were judged to be in line with national expectations and achievement was graded satisfactory. The report stated "Pupils at the end of Year 6 have attained average standards over the past three years. Standards have improved since the last inspection. English and science consistently mirror national trends, although there has been more of a fluctuation from year to year in mathematics ... The vast majority of pupils arrive in Year 3 with standards which are in line with national averages. They make satisfactory progress and leave in Year 6 with nationally expected standards in the three core subjects. Pupils with learning difficulties or disabilities achieve similarly to others."

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## **How are we making sure that every child gets teaching to meet their individual needs?**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure all pupils are achieving as much as they can. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

Our 2007 Ofsted report states "Pupils with learning difficulties or disabilities achieve similarly to others." and "There is good identification and additional provision for gifted and talented pupils". The report also states: "Since the implementation of the ISP (Increasing Success Programme), work is better matched to individual need and pupils are aware of their targets in English and mathematics. The introduction of targets is helping pupils take more charge of their own learning."

All pupils on our SEN (Special Educational Needs) register have detailed IEPs (Individual Education Plans) with targets that are regularly reviewed. In addition to the support we provide in class, in groups and individually to our SEN pupils, our SEN team also offer a range of activities to support social skills and emotional development where needed. We have extensive links with outside agencies.

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## **How are we working with parents and the community?**

Our school has a Parents & Carers Room. This room has provided a venue for family learning, adult education, drop in sessions with the school nurse, a private comfortable place for parent and teacher meetings and more. The room also contains a PC with internet access. Time on this PC can be booked by parents.

Parents are actively encouraged to volunteer as helpers in our school both in classrooms and on educational visits. There has been an increase in participation and involvement of parents/carers within school life. All year groups now have volunteer parent helpers supporting a range of activities.

Our pupils and staff enthusiastically support local community events such as: The Brightlingsea Christmas Tree Festival, The Tendring Show, and Brightlingsea in Bloom. Our pupils take part in the bi-annual Brightlingsea 'Voices for Hospices' concert.

In November 2007 we held our first ever Community Open Morning. We had a range of visitors including Junior and Infant parents, local shopkeepers, the Mayor, the Deputy and Lady Deputy. Visitors were shown round by the Headteacher and Governors. This was a chance for visitors to see our school in action, spend time in lessons, meet our school pets and join our pupils for playtime.

## **What have pupils told us about the school, and what have we done as a result?**

In 2007 our School Council worked effectively to put together a bid to the Children's Fund. They successfully gained £2740 to improve the pet area and develop responsible pet ownership skills.

Class Councils meet regularly to discuss issues prior to School Council meetings. Issues for discussion are raised by school staff or by the children themselves through their class worry or suggestion boxes.

We regularly use pupil perception surveys to gather learners views, particularly about their work in school. We have changed the style and wording of our layered curricular targets as a result of pupil perception surveys, carried out in 2007, to make them more 'child friendly'.

Our school toilets have been repainted as a result of our pupil surveys. A mural competition was held and the school council chose the winning design. A local artist worked with pupils to transfer their designs into attractive murals. As a follow up to this members of the local panto group created murals in our school changing rooms.

When we decided to improve our school garden we held a design competition for pupils. Work took place to dismantle the existing garden, and create a new one with a 'seaside' theme during a special Grounds Week.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

We run our own kitchen, our menus meet new nutrition guidelines. Our playtime snack policy allows only fruit or vegetables.

Water bottles are positively encouraged in school, and our pupils are reminded to sip these regularly during lessons.

Our PE timetable has restrictions due to hall size, but we make the most of our large playing field and playgrounds(weather permitting). We also have a wide range of after school clubs and regularly participate in local sporting events.

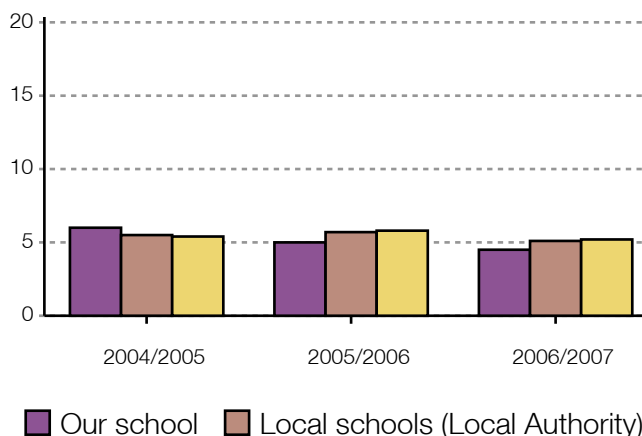
Our PSHE scheme of work has recently been updated and includes the theme of healthy lifestyles.

To maximise pupil safety the numbers of staff on our playgrounds at playtimes have been increased.

Children identified as having been bullied are given a named adult whom they can approach to discuss any worries, concerns or future incidents with.

Year Six pupils act as 'buddies' on the playground at lower school playtime. They take it in turns to be a buddy on a rota basis, they play games with the younger children and help them to settle friendship disputes. The buddies will also look out for lonely children and help them to find a group to play with.

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Historically our absence rates have been high and our attendance rate has been below the national average. This has been a cause for concern for the school and its governors, as poor attendance is often linked to low standards. One main issue has been parental condoned absence such as holidays, days off for birthdays and trips to buy shoes etc. We have worked hard to promote the importance of regular school attendance to pupils and parents, through assemblies, articles in our newsletters and the school prospectus.

We have had very few children who deliberately try to avoid school - these children have in the past been quickly identified and reported to the EWO (Education Welfare Officer). School, EWO and parents have then worked together to support the pupil and improve attendance. Our attendance figures in the past have also been affected by the very poor attendance of two pupils, both of whom had significant medical needs.

More recently our absence rates have dropped. Consequently our attendance rate has risen, and is now at the national average, meaning our attendance rate is now judged to be satisfactory. We want to improve further and so our efforts are ongoing, in 2007 we began issuing certificates to reward good attendance.

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## What activities and options are available to pupils?

We offer a wide range of extra curricular clubs to enrich our curriculum. In 2006/07 we offered: hockey, gardening, library & Scrabble, computers, badminton, rounders, running, choir, skipping, science, exerceyes and music. All of these clubs are always popular with pupils and parents.

Our PTA Summer Fete and the Easter and Christmas fayres always have a selection of games and stalls run by our older pupils. We also involve our pupils in the organising and running of events like Macmillan Coffee mornings.

Our School council act as tour guides for new parents - this was very popular at a 2008 Open Morning we held for parents of Y2 pupils prior to transfer. In addition our Y6 pupils show Y2 pupils around the school, when they make their first visit to us.

Some of our pupils perform in community organised events, such as a 'Voices for Hospices' concert in a local church, and annually at local sheltered housing and at the Brightlingsea

Christmas Tree Festival. Other pupils have visited a local residential home to plant flowers with the residents, in support of Brightlingsea In Bloom.

Our school allotment and school pets also provide popular activities for our pupils.

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## What do our pupils do after leaving this school?

The majority of our pupils live within the town of Brightlingsea, and will transfer to our local secondary school, The Colne Community College.

Brightlingsea Junior School has very strong links with The Colne, which has specialist status for PE, Maths and ICT. Colne PE teachers regularly visit our school to teach our pupils and model good practice for our staff. Our pupils are invited to attend a wide range of sporting events organised by The Colne. During 2007 a teacher from their modern foreign languages department visited us to deliver lessons in basic Spanish.

The Colne have a senior member of staff responsible for primary liaison who makes regular visits to our school to meet our Year 6 pupils prior to transfer, this teacher has previously worked locally as a primary Headteacher. Year 6 pupils also attend a curriculum day and two induction days at The Colne.

A small number of our pupils each year take the 11+ exam and some then take up places at local selective schools.

School events are often well supported by our past pupils, who are keen to come back and visit us. The guestbook on our school website also demonstrates how our pupils like to keep in touch with us after leaving the school.

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## Ofsted's view of our school

Brightlingsea Junior School is a satisfactory school that has improved standards since the last inspection. Current standards are in line with national expectations and achievement is satisfactory. Following disappointing results for last year's Year 6, the headteacher reacted quickly by signing up to the Increasing Success Programme (ISP). This is having a positive effect. However, the school is aware that the emphasis on improving writing in English and in other subjects is not as strong as it could be. The progress of the current Year 6, has now quickened and the pupils are moving satisfactorily towards their expected targets. The school believes its effectiveness is good because of this recent improvement, but current indications on achievement point to the school's effectiveness as satisfactory.

Pupils' personal development and well-being are satisfactory. The headteacher has worked successfully to improve behaviour and attendance since her arrival. Some boys in the upper school can still be over-boisterous out at play and parents still have concerns. In lessons pupils do as they are told, but as teaching is competent rather than exciting, pupils often do not have the chance to use their initiative and put a sparkle into their learning. This has a detrimental effect on the progress of the more able. Pupils lead safe lives, but do not do enough physical exercise. Activities are satisfactorily matched to the needs of the pupils. Sorting pupils into ability sets means they are able to achieve satisfactorily in English and mathematics. Pastoral care is strong, and academic guidance of pupils is satisfactory with teachers confident in matching work to pupils' needs. Leadership and management are satisfactory. The school is aware of its strengths and weaknesses, but subject leaders are not yet sufficiently accountable for standards. The school works well with the neighbouring infant school for a smooth transition between Year 2 and Year 3. Despite the provision of family learning classes and a special parents' room, communication with

parents is an issue. Consequently, shared promotion of learning between school and home is not as effective as it could be. The school gives satisfactory value for money and has a satisfactory capacity to improve.

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Date of last inspection: 28-Feb-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Brightlingsea Junior School](#)

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## What have we done in response to Ofsted?

### **Raise standards and achievement in English, Mathematics and Science**

Our 2007 SATs results showed further improvements in standards with a 5% increase in Level 4+ Maths results. There was an even more significant improvement in our Science results which in 2007 rose above the average for Essex schools and all schools nationally.

### **Improve the overall quality of teaching from satisfactory to good**

The new classrooms, and the installation of eleven interactive whiteboards have had a positive impact in this area. Recent lesson observations have seen a significant increase in the number of lessons judged to be good or outstanding.

### **Subject leaders to be fully accountable for standards in their subjects**

Subject leaders have each completed a self evaluation form and will draw up individual action plans. Maths and Literacy subject leaders analyse the data from Y6 SATs and Y3, Y4 & Y5 QCA tests to identify areas of strength and weakness.

### **Improve communication & relationships with parents**

In addition to the usual school information letters to parents, we also produce a monthly newsletter. We have a school website that contains lots of information and key documents for parents. We have had, for some time, a designated room for Parents and Carers.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01206 303618

Our website <http://www.brightlingseajuniors.ik.org>