

The James Cambell Primary School

Langley Crescent, Dagenham, RM6 6TD

Inspection dates

12–13 June 2013

| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The school has not yet been open for long enough for leaders to fully demonstrate their impact on learning over time of new strategies for improvement.
- Some new strategies, such as the marking policy, are not yet being used consistently across the school.
- Some pupils, especially those further up the school, make less progress in their learning than pupils of the same age nationally, because the quality of teaching is not yet consistently good enough to make up for some historical underachievement.
- Teachers do not use assessment consistently well enough in their lessons. As a result they do not always have a sufficiently clear view of how well pupils are learning, and therefore do not always set activities that will help them make progress.
- Teachers are not consistently using planning as an effective tool to cater for pupils' learning needs.
- The school is not fully catering for the needs of the most able learners, especially in mathematics.

The school has the following strengths

- The headteacher, ably supported by the two deputy headteachers, provides determined leadership with a sharp focus on improving teaching and the pace of learning. The governing body generally has a clear understanding of the school's strengths and where it needs to improve further.
- The quality of teaching is improving throughout the school and is already good for the younger pupils, who make good progress as a result.
- Respectful and supportive relationships throughout the school help pupils to develop their self-esteem and confidence. Pupils are safe at school because adults ensure that day-to-day checks on safety are very well organised.
- Attendance has significantly improved since the school opened.

Information about this inspection

- Inspectors observed 31 lessons across all year groups. Three of these were joint observations with the headteacher.
- Meetings were held with a group of pupils, two governors, the school’s middle and senior leaders and with a representative of the local authority.
- Inspectors took account of the views of parents through informal discussions before and after school. No responses were completed on the online questionnaire, Parent View.
- Inspectors observed the school’s work and looked at a range of school documentation including records of the checks made on teaching, the school’s improvement plan, records relating to behaviour and attendance, health and safety checks and extracts from the school’s checks on pupils’ progress. Inspectors looked at pupils’ written work and listened to groups of pupils read.

Inspection team

| | |
|---------------------------------|----------------------|
| Lindsey Diamond, Lead inspector | Additional Inspector |
| David Sleightholme | Additional Inspector |
| Raminder Arora | Additional Inspector |
| Stephen Fletcher | Additional Inspector |

Full report

Information about this school

- James Cambell is a new primary school that opened in January 2012 as a result of the closure of an infant and a junior school. It is based on the same site that these schools occupied.
- The school has a primary centre on site, which serves pupils with social, emotional and behavioural difficulties from across the local authority. All teachers in the centre are employed by the school.
- James Cambell is a much larger than average-sized community primary school.
- The proportion of pupils from a minority ethnic background is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action, school action plus or with a statement of special educational needs is higher than most schools.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is higher than normally found nationally. There are no children from service families.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, especially in Key Stage 2, so that it is good or better by:
 - using the good practice shown by some teachers to support less confident staff in developing their skills, so that lessons have good pace and are better pitched at the needs of learners
 - ensuring that teachers' marking consistently shows what pupils should do next to improve their learning
 - ensuring that planning builds on pupils' past knowledge, while making sure any gaps in their learning are identified and reduced
 - extending the creative curriculum, seen further down the school, thus giving pupils more opportunities to be independent learners.
- Cater more effectively for the needs of able learners, especially in mathematics by ensuring that work is always demanding and challenging and plentiful opportunities are provided for pupils to learn through practical and investigative learning activities.

Inspection judgements

The achievement of pupils

requires improvement

- When children enter the school in Nursery, their skills and understanding are generally significantly below levels expected for their age. Lesson observations, school data and pupils' work indicate that they progress well in the Early Years Foundation Stage and Key Stage 1. This year's results show that the current Year 2 are now achieving in line with their peers nationally, representing good progress. Scrutiny of data and of pupils' work and lesson observations show that learning is not yet as consistently rapid in Key stage 2. However, there is robust evidence that the situation is improving and progress is good in some classes because school leaders are addressing the issue through the determined focus on improving teaching. Progress is least strong in Year 4 and Year 6.
- Evidence shows that progress for the most able learners in school, especially in mathematics, is not consistently good. The school has identified this as an issue, but has not yet begun to fully address it.
- Where the school has spotted pupils lagging behind others, activities designed to boost their rate of learning have been put in place. These new systems are monitored carefully and leaders can clearly identify which strategies are having the most impact. Regular meetings with teachers have been set up to discuss pupils' progress and introduce focus groups to accelerate learning where necessary. These groups are beginning to be successful, although it is too early to show their impact over time.
- Pupils achieve better in reading and writing than in mathematics, although this is now improving in most year groups. Pupils of all ages are supported to learn different ways to help them to read. Many know the sounds letters make to read unfamiliar text and are given the opportunity to read a variety of books. During the course of the inspection members of the team heard pupils read. All were confident in reading and in discussing their books.
- Attainment and progress of pupils in receipt of the pupil premium, based on their average points scores in English and mathematics, are broadly in line with their peers nationally.
- Disabled pupils and those with special educational needs generally make progress in line with their peers in the school.

The quality of teaching

requires improvement

- Lessons observations by inspectors, the school's internal checks and a scrutiny of pupils' work show that the quality of teaching requires improvement over time but is improving. During the course of the inspection, several good and outstanding lessons were seen. When teaching is good or better, teachers are clear about what pupils can and cannot do and give them work to build on current knowledge and skills. This supports good progress. For example, in a Year 5 English lesson, the teacher's pace, combined with constant questioning of pupils meant that gaps in learning were plugged quickly and pupils were able to move on. In lessons where teachers are less aware of gaps in pupils' knowledge, the pace of learning is slower.
- Teachers generally have a clear understanding of the standards of individual pupils. However, this understanding is not used sufficiently well, either to re-shape tasks in lessons, or to carefully plan for next learning steps. As a result, tasks are sometimes set that do not meet individual pupils' needs.
- Where pupils are given the opportunity, they generally work well together and readily co-operate in order to complete tasks and explore questions. They particularly enjoy discussing their work and playing an active part in their learning. They talk about their work in a mature and sophisticated way, as for example when they discussed the difference between similes and metaphors or how to attract a reader to a text. However, in some classes there are insufficient opportunities for pupils to discuss their work or to solve problems collaboratively.
- A whole-school marking system has been put in place. In some classes it is used very effectively

to help pupils make progress, although this practice still remains variable throughout the school.

- The school has invested in a high number of classroom support staff who generally play a key role within the classroom and support learning well. This is especially true in Nursery and Reception where they are very well briefed about learning and well deployed during the sessions. They are least effective where teachers have not clearly directed them as to their specific role within a lesson, and so they are not able to ensure that they are fully supporting learning.
- Pupils are given the opportunity to use information and communication technology effectively within lessons to extend their learning. This was especially true in a good Year 6 lesson, where pupils were working in teams using laptops to research different islands that they would be writing about in order to present their work to younger pupils. This clear purpose further enhanced pupils' desire to learn.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They are consistently friendly, polite and welcoming. They behave well in lessons, around the school and on the playground. Pupils revel in taking on responsibilities, such as being a school councillor. The strong pastoral aspect of school life supports pupils in developing positive attitudes to learning.
- Pupils know about staying safe online and about the potential dangers of social networking sites and mobile phones.
- Pupils have positive attitudes to learning, especially further down the school. They are eager learners and keen to do well.
- Face-to-face discussions with parents reveal that most are happy with the way the school deals with inappropriate behaviour. Parents also report that the school deals appropriately with the few incidents of bullying that occur. This view is supported by staff.
- Pupils say they feel very safe and secure and that bullying is rare. However, they are confident that if it happened adults in the school would deal with it effectively. Most pupils reveal a good understanding of different forms of bullying, including cyber-bullying, and report that they could share any worries about possible bullying with an adult in school.
- During the course of the inspection positive strategies were seen from teachers in the main school and in the primary centre to ensure that even pupils with the most challenging behaviour took part in learning. In many lessons seen, teachers regularly and positively reminded pupils of class and school routines and behaviour expectations, using positive behaviour seen as an example to others. As a result, pupils behaved appropriately and had good access to the curriculum.
- The school has worked hard to raise attendance levels. As a result, these have improved significantly since the time of the last inspection, and are now just above national averages. Pupils are generally punctual to school and to lessons.

The leadership and management require improvement

- Despite the fact that this is a new school, there is already an eagerness and determination to improve and a willing acceptance of constructive feedback right across the school. There is a particularly sharp focus on improving the quality of teaching and this has already had a notable impact on learning, particularly at the lower end of the school.
- The headteacher and other senior leaders have a clear view of how the school should develop and are already able to show positive impact of new systems that have already been put in place. However, they have not yet been in place long enough to have the best possible effect. The school's evaluations of how well it is doing are accurate and robust, resulting in clear, detailed improvement planning.
- Subject leaders and year team leaders provide effective leadership and support. They monitor

and support the work of others and have identified where there are strengths and weaknesses. They are beginning to have a significant impact on improving pupils' achievement but the school recognises that this is still work in progress.

- Teachers' performance is appraised within school. Performance targets are set and regularly reviewed. The system fulfils all statutory requirements. However, the school has already put plans in place to improve the process and its impact still further.
 - Systems for measuring pupils' achievement are accurate and are generally used effectively to improve progress. These new systems have been set up so that teaching is cross-referenced to learning.
 - The curriculum is broad, varied and balanced. Links between subjects are used especially well and creatively in the Early Years Foundation Stage and Key Stage 1, to engage pupils, stimulate learning and to promote independence. The school is aware that this needs to be developed further for older pupils and the more able. Displays in classrooms and around the school are generally used well, especially further down the school, to provide a stimulating learning environment.
 - Pupils' spiritual and moral development is supported well through collective worship and the religious education programme. Cultural awareness is promoted effectively through charitable work and links with schools across the United Kingdom and abroad.
 - Pupils are socially and emotionally well prepared for life in a modern democratic United Kingdom and a global society. Discrimination of any kind is not tolerated. The school's focus is now on to ensure that all pupils have an equal opportunity to achieve well academically.
 - Staff are very positive about the qualities of the school's leadership, with one member of the team representing the views of many in saying that the headteacher is 'supportive of both pupils and staff'.
 - The school has fostered very strong relationships with parents and carers, who expressed confidence in the leadership of the school. They welcome improvements in teaching and pupils' achievement.
 - The school is well supported by the local authority. The authority is aware of the school's strengths and areas for development and is actively helping the school improve.
 - All day-to-day health and safety measures are in place and the school ensures that all pupils are fully aware of all aspects of e-safety. Safeguarding procedures are robust.
 - **The governance of the school:**
 - The governing body generally knows the school well and is increasingly effective in holding it to account for how well pupils are doing. Governors ensure that all statutory safeguarding requirements are met and staff training in child protection is up to date. Importantly, governors have a good grasp of the quality of teaching and focus sharply on pupils' progress, checking those groups of pupils most vulnerable to underachievement and using this information to accurately review the school's performance against schools nationally. They have sufficient grasp of the data to make clear links between the quality of teaching, the school's targets for pupils' attainment and the management of pay and performance for all staff. Governors are increasing their awareness of the impact of pupil premium funding and plans are already in hand for further training in this area.
-

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|----------------------|
| Unique reference number | 101186 |
| Local authority | Barking and Dagenham |
| Inspection number | 400226 |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 828 |
| Appropriate authority | The governing body |
| Chair | Robert Wake |
| Headteacher | Kerry Thomas |
| Date of previous school inspection | Not applicable |
| Telephone number | 020 82704602 |
| Fax number | 020 82704602 |
| Email address | office@cambell.bardaglea.org.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

