

CET Primary School Westminster

157 Edgware Road, London, W2 2HR

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- There is variation in the progress made by different groups of pupils in reading, writing and mathematics.
- Teaching requires improvement because, in some instances, it is stopping pupils from making rapid progress in their learning.
- Lessons are planned thoroughly, but not enough attention is given to ensuring that the work is challenging enough for all pupils, especially the most able.
- Pupils' books are untidy and uncared for. Their handwriting is poorly formed and uncorrected by teachers. Adults' expectations of what pupils can do are not high enough.
- In some lessons, low-level disruption stops pupils from making as much progress as they could.
- Pupils do not have enough access to good quality reading books in their classrooms.
- There are too few opportunities for pupils to write at length across a range of subjects.
- Pupils complete too many mathematics worksheets, which do not enable them to demonstrate fully their learning. There are few opportunities for them to use practical equipment so that they develop a good understanding of mathematical concepts.
- The school action plan is not sharp enough and does not identify how leaders will be held to account for improvements.
- Leaders, including governors, have an over-rosy view of the school because they have not fully evaluated the information that they have about the quality of teaching and how well pupils are doing.

The school has the following strengths

- The staff are passionate about the school and share a commitment to ensure that pupils have every opportunity to succeed.
- The school is a caring and nurturing place in which pupils and adults care for and respect each other.
- Parents are supportive of the work of the school and its staff.
- There is a wide range of interesting activities for pupils to take part in at the end of the school day.
- There are many opportunities for pupils to share and celebrate the diversity of their cultural backgrounds.
- Pupils know how to keep themselves safe and are proud of their school.

Information about this inspection

- The inspector observed 10 lessons or part lessons. All observations were jointly undertaken with the executive headteacher or the deputy headteacher.
- The inspector looked at pupils' English and mathematics books in order to evaluate their progress over time and talked with them about their learning.
- The inspector heard five pupils read.
- The inspector visited the school's breakfast club.
- The inspector held discussions with members of the senior leadership team, other groups of staff and members of the governing body.
- The inspector scrutinised a range of documents, including: the school's self-evaluation; development and action plans; documents relating to safeguarding; policies; information about pupils' progress; minutes of meetings held by the governing body; and records of behaviour and incidents. He also looked at the school's website and records of the monitoring and evaluation of the quality of teaching and learning.
- The inspector examined anonymised documents about the management of staff performance.
- Account was taken of the 28 responses to the online Parent View survey and five written responses from parents, as well as the views expressed by parents and carers at the school's entrance. He reviewed the 18 responses to the staff questionnaire.

Inspection team

Adam Higgins, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- CET Primary School Westminster opened in September 2012 and is smaller than the average-sized primary school.
- In its first year, the school admitted Reception-aged children and a very small number of Year 1 pupils.
- Currently, in its second year, there are pupils in Reception and Years 1 to 3.
- The school moved into its current premises in January 2014.
- The executive headteacher and the deputy headteacher took up their posts in September 2013, at which time many of the staff were new to the school.
- The school provides a breakfast club for pupils, which runs from 8.00am every day.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils who speak English as an additional language.
- Pupils come from a range of cultural heritages: the largest groups are from African, White and Black African and other ethnic groups.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is well above average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is just below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school does not use any alternative provision for pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that is good or better by December 2014, by:
 - making sure that teachers set work which challenges pupils, but especially the more able, to work hard and achieve their potential
 - ensuring that teachers correct pupils' work frequently and give pupils clear information about what they need to do next in order to improve
 - paying greater attention to how pupils present their work in books and the teaching of handwriting skills
 - improving the behaviour of some pupils by ensuring that the work is not too easy for them.
- Ensure that the proportion of pupils who make more than expected progress in reading, writing and mathematics is at least average, by:
 - increasing opportunities for pupils to read by giving them access to a range of high-quality well-presented reading books in each classroom
 - providing pupils with frequent opportunities to undertake longer pieces of writing across a range of subjects
 - reducing the number of worksheets that pupils use in mathematics and giving them more opportunities to use practical equipment.
- Increase the effectiveness of leadership and management, by:
 - sharpening improvement plans so that they include regular measurable milestones, clear targets and information about how the impact of actions will be measured and by whom
 - undertaking a more rigorous and systematic evaluation of the school's work
 - ensuring that the governing body has the skills to challenge leaders about improvements in the quality of teaching and the progress that pupils make.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start in the Reception class with skills and abilities below those normally expected for their age and a few start with skills that are well below those expected. Adults ensure that routines quickly become familiar to children to support their transition from home to school.
- When they left Reception in 2013, children had made good progress and their skills were in line with those that were expected. This was because of the good support provided by teachers and other adults.
- The achievement of pupils from minority ethnic backgrounds, including pupils who speak English as an additional language, requires improvement because it is inconsistent across subjects and year groups.
- Pupils who are eligible for the pupil premium funding make similar progress to other pupils in some classes and subjects. Leaders have planned very carefully for the use of the extra funding that they receive for this group. By the end of Reception in 2013, the majority of eligible children were working at a similar level to their peers in all areas.
- The progress made by disabled pupils and those who have special educational needs requires improvement. The additional support and interventions that the school has planned to support these pupils enable them to make similar progress to other pupils in some year groups but not yet in all.
- Pupils make expected progress in reading. In 2013, the result from the national reading check for Year 1 pupils indicated that an above average proportion of pupils met the expected standard. The school places great emphasis on the teaching of phonics (linking letters to the sounds that they make) and early reading skills. Leaders have ensured that adults are proficient in using the phonics-teaching programme that the school has adopted.
- Pupils' skills in writing are improving but not at the same rate as their skills in other subjects. Pupils' handwriting is untidy and their letters incorrectly formed. Pupils' books show that many struggle to write with confidence and that their use of grammar and sentence structure is poor.
- Pupils' achievement in mathematics requires improvement. It is not as good in Year 3 as it is in Years 1 and 2.
- The most able pupils make similar progress to other groups of pupils.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is inconsistent throughout the school. While there are small pockets of teaching that is good, there is not enough to ensure that all pupils make good progress.
- Teachers' expectations of what pupils can do are too low. Teachers do not plan activities which challenge pupils to do as well as they can and to achieve their full potential. As a result, pupils, including the most able, spend time completing work that is either too easy or too difficult for them.
- Pupils' books show evidence that in some classes work is marked more frequently than in others. In the best examples, pupils' work is corrected and the pupils receive clear guidance about what needs to be done next in order to improve the work. However, this is not the same in all classes. Some pupils receive very little feedback and continue to repeat the same mistakes in later pieces when their work is not corrected.
- Pupils are proud of their school but not of their workbooks. Pupils' books are scruffy and their work is characterised by untidy and sometimes unintelligible handwriting. Teachers do not insist on high standards of presentation and occasionally model these low standards themselves. As a result, pupils settle for their first attempts at activities and do not aspire to do better.
- Early reading skills are well taught because adults receive intensive specific training to enable them to do so. Pupils learn daily, in small groups, about the sounds that letters make. This

strategy has ensured that pupils are confident when choosing and reading books. However, classrooms lack bright and attractive displays of books from which pupils can select. Pupils say that they would like to have greater choice of reading material, which is appropriate to their abilities.

- Pupils do not have enough opportunity to write at length. Their English books are bursting with worksheets that provide minimal writing opportunities. In lessons where pupils write without the use of a worksheet, not enough time is given to allow them to fully demonstrate their writing skills. As a result, books contain too much incomplete or short pieces of work.
- Too many mathematics lessons are dominated by worksheets or a lack of practical resources. Where worksheets are well used, they enable pupils to practise the new skills that they have learned in the lesson. Too frequently, however, they are repetitive activities involving colouring or sticking which do not build upon, or extend, pupils' mathematical skills and abilities further.
- Additional adults make a good contribution to pupils' learning. Disabled pupils and those with special educational needs benefit from working in smaller groups on targeted interventions which are planned to fill gaps in their learning. For example, in a Reception class the teacher associate works with individuals and small groups of children to identify where there are gaps in their reading skills and then plans specific programmes of work to fill the gaps.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement.
- Pupils have good attitudes towards their learning and want to do well. However, when the work in lessons is not challenging or demanding enough they become restless and are easily distracted from what they should be doing. This slows their learning and that of others around them.
- Pupils say that they find it hard to concentrate when others around them have lost their concentration because they fidget and distract them from what they should be doing.
- Pupils are polite and welcoming. From an early age they are trained to use good manners. For example, at the school's breakfast club the adult sat with pupils showing them how to use their cutlery correctly and encouraged them to use appropriate table manners. The pupils hold doors open for each other and for adults and speak kindly and politely to one another.
- There is a helpful policy that details how pupils' behaviour must be managed, which all staff follow consistently. They receive regular training to refresh their skills in managing behaviour and their understanding of leaders' expectations.
- The school's work to keep pupils safe and secure is good.
- Leaders have ensured that, during the recent and current building work, pupils have a clean and safe environment in which to learn, which is free from any risk of harm.
- Teachers' low expectations of pupils have led to untidy and cluttered classrooms. This is because teachers do not expect pupils to tidy up after themselves. Teachers equally do not play their part in ensuring that classrooms are as neat as they could be. Teaching resources and pupils' books pile up on tables and the floor when not returned to their correct places and this makes classrooms look shabby.
- Pupils say that there is no bullying at the school and that the adults deal with any bad behaviour quickly and effectively. The school carefully logs and follows up any incidents of unacceptable behaviour and involves parents at a very early stage.
- Pupils say that they feel safe and that they trust the adults to ensure their safety. They understand their own responsibilities in ensuring their safety, especially when using computers or the internet. They say that they enjoy using tablet computers in school and that they are safe because adults limit their use to carefully selected websites.
- The large majority of parents who responded to Parent View and who spoke to the inspector said that pupils feel safe at school and that there is no bullying.

- Attendance at school is average and procedures for following up on any absence are thorough.

The leadership and management require improvement

- Leadership and management require improvement because leaders do not systematically use the information that they have about the quality of teaching, and how well pupils achieve, to plan actions that will bring about the required improvements. The school's action plans are not specific enough and do not contain regular milestones and clear targets against which governors could measure the school's performance.
- School leaders allocate time to observe teaching and learning, but do not evaluate what they find critically enough to get an accurate picture of how well pupils are doing. As a result, their view of the school is rosier than it is.
- The executive headteacher and the deputy headteacher are the driving force for change within the school. Most parents and staff are supportive of senior leaders who have created a safe and nurturing school climate.
- The school's strategy of employing university graduates as teaching associates has provided a highly qualified workforce to support the work of teachers. School leaders are using this strategy to recruit and train outstanding teachers for the future.
- Leaders value the importance of professional development and ensure that all staff are suitably trained in order to be able to carry out their role effectively. For example, teaching associates, who started at the school in September, took part in a two-week induction programme during the summer to ensure that they understood the importance of child protection, how to manage behaviour and how to teach pupils to read.
- School leaders place a great emphasis on managing the performance of staff. Newly qualified teachers say that they value their regular meetings with their induction mentor, and that he helps them to improve their teaching skills and provides support for them in meeting the teachers' standards.
- The school's small size means that there are few teachers with additional responsibilities. This will change as the school grows. The deputy headteacher holds additional leadership responsibilities such as those of the special educational needs coordinator. He has received appropriate training to ensure that he is able to carry out these duties confidently and skilfully.
- The school's curriculum is rich and varied. Pupils have the opportunity to learn both in school and beyond their classrooms. Teachers plan units of work which link different areas of the curriculum so that pupils are able to use their newly learned skills in different ways. Opportunities are provided at the end of the school day for pupils to take part in a range of other activities such as playing chess, dancing and learning to speak Arabic.
- The promotion of equality is at the heart of the school's work. Pupils are valued because of who they are and because of the diversity that they bring to the school. The use of regular meetings, at which leaders and teachers discuss pupils' progress, is ensuring greater equality.
- Pupils' spiritual, moral, social and cultural development is well supported. It is embedded in the subjects taught and in the ethos of the school.
- School leaders have planned carefully for the use of the additional school sport funding. They have used it to ensure that, even though the school does not have an outdoor play area, pupils have regular opportunities to use local parks. Specialist sports coaches are employed to deliver exciting dance lessons such as Zumba classes. Pupils enjoy taking part in these classes and are learning about the benefits of a fit and active lifestyle.
- School leaders have made links with the local authority and are using their services to meet the specific needs of the pupils, for example the attendance and welfare service work with the school to support and promote better attendance.
- **The governance of the school:**
 - The governing body is a small group of highly skilled members who bring with them a range of experience. The governors have regular contact with school leaders, and are the driving

force in establishing the school in its current premises. They have appointed an experienced executive headteacher to lead the development of the school as it moves into its second year and are working closely with her to ensure a safe and suitable learning environment in the very heart of London.

- Governors understand about the importance of linking pupils' achievement to teachers' performance and pay, and how to use this to improve the quality of teaching. They have the last say in rewarding good and outstanding performance.
 - However, they are too reliant on information provided to them by school leaders and by external consultants brought in to quality assure the school's work. They do not know enough about the core business of the school – the quality of teaching and how well pupils achieve. Whilst they have a broad understanding of both, they do not demonstrate a strategic focus on improving weaknesses by gaining first-hand evidence themselves and through monitoring a strategic and robust action plan. Consequently, teaching and learning are not improving fast enough.
 - The governors ensure that statutory duties, such as safeguarding requirements, are met and that the school's financial resources are well managed.
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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	138275
Local authority	Westminster
Inspection number	425456

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Free
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Richard Simmons
Executive headteacher	Helen O'Donoghue
Date of previous school inspection	Not previously inspected
Telephone number	020 7723 6406
Email address	info@cetps.org.uk

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