

Carpenters Primary School

Friendship Way, Stratford E15 2JQ

Inspection dates	3–4 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This a good school

- The headteacher and deputy headteacher provide inspirational, highly effective leadership. They have a clear vision for the school and are ably supported by governors and leaders at all levels. Collectively, they have brought about significant improvements since the previous inspection.
- Pupils achieve well because they are well taught. Teachers give guidance on how to improve which pupils respond well to.
- Governors are highly effective in supporting and challenging the work of the school. They see their work as a 'labour of love' and continually seek to improve their skills and their effectiveness.
- Disadvantaged pupils, disabled pupils and those who have special educational needs receive effective support, as do those who have English as an additional language. As a result, they make good progress.
- Pupils' personal development, behaviour and welfare is good. Pupils' spiritual, moral, social and cultural development is promoted well and helps them to respect diversity and the beliefs of others. As one pupil put it, 'everyone is special'.
- Parents, staff and pupils are fond of the school and proud to be part of it. Pupils feel safe and secure. Relationships between adults and pupils are warm and nurturing. Pupils say that adults 'really care about us here'.
- Teaching in the early years provision is good. Children are offered stimulating tasks which enable them to make good progress.
- British values are promoted effectively and pupils leave the school well prepared to become active citizens in modern Britain.

It is not yet an outstanding school because

- In some classes, pupils are not challenged sufficiently in mathematics lessons and tasks set do not deepen their understanding, to improve their skills.
- In some lessons, additional adults working with small groups are not deployed effectively to support pupils' progress.
- Not all leaders have an understanding of how pupils' outcomes at this school compare to pupils' outcomes nationally. They do not always understand what needs to be done to further improve outcomes for all pupils.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leaders at all levels by making sure that they have the skills to compare the information they have about pupils' outcomes with the outcomes of pupils nationally. This will equip them to support the headteacher and deputy headteacher in evaluating current provision and planning for further improvements to provision.
- Improve the quality of teaching and learning to outstanding by making sure that:
 - all teachers plan mathematics tasks which help pupils to deepen their knowledge and understanding and develop their mathematical skills
 - teachers who are less confident in teaching mathematics learn from the strong practice which exists in the school
 - all additional adults working with groups of pupils, particularly in phonics and mathematics lessons, have the subject knowledge they need, and are directed by teachers to focus on the aspects of learning that pupils most need to improve and develop their skills.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and deputy headteacher provide inspirational leadership which has resulted in significant improvements to teaching and learning since the previous inspection. They motivate and support leaders at all levels to continually strive for improvement. All leaders and governors share the headteacher's ambition for the school. They have successfully created a culture in which good teaching, learning and behaviour can flourish.
- There have been changes to key leadership posts since the previous inspection. Leaders are at various stages in developing their skills but are sharply focused on improving teaching and learning. Leaders have successfully eradicated the weakest teaching since the previous inspection. They provide effective training and support to teachers to improve the quality of teaching.
- The headteacher, with support from the governors, has been relentless and highly effective in challenging underperformance. Teachers' pay progression is linked closely to their performance and the outcomes of pupils.
- The curriculum is broad and balanced and links interesting themes effectively so that writing, mathematics and science skills can be explored and applied within them. Pupils are provided with a wide range of experiences including visits, artistic and sporting events, as well as the excellent weekly music sessions provided by Newham music hub. The curriculum promotes pupils' spiritual, moral, social and cultural development effectively. The school's 'Respect Values' are prominent throughout the school and understood by all.
- British values are promoted well, for example through the democratic elections for the school council which are overseen by the head boy and head girl. Pupils are often given philosophical questions to discuss in lessons which explore issues relating to mutual respect and individual liberty.
- Leaders have implemented new assessment procedures to ensure that pupils' progress is carefully tracked. Teachers and leaders undertake careful 'gaps' analyses so that they can swiftly target pupils who are falling behind. As a result, different groups of pupils, including disabled pupils, those who have special needs and those who are learning English as an additional language, make good progress. This demonstrates leaders' commitment to promoting equality of opportunity for pupils and to tackling discrimination.
- The English subject leader has had a significant impact on the teaching of reading and writing across the school since the previous inspection, which has resulted in consistently good progress of pupils across the school. There have been changes to the leadership of mathematics. The recently appointed mathematics leader understands what needs to be done to improve mathematics teaching and learning further but it is too early to see the impact of his actions and plans.
- Leaders, including governors, ensure that additional funding for disadvantaged pupils is used effectively. Assessment procedures ensure that pupils receive the support they need and disadvantaged pupils are making similar and sometimes better progress than their classmates.
- The primary physical education and sport premium funding is used effectively and has ensured pupils from Year 2 to Year 6 enjoy swimming at the Olympic Park. This gives pupils access to specialist coaches, which is having a positive impact on their athletic ability. They recently came seventh in a borough-wide competition. The funding has also helped the school to employ sports leaders who offer good support to pupils in a pastoral as well as a sporting capacity.
- The local authority rightly views the school as a good school and therefore currently offers 'light touch' support. However, the range of ways in which the local authority supported, challenged and 'championed' the school following the previous inspection was instrumental in helping leaders and the school to move forward.
- The large majority of parents who responded to Ofsted's online questionnaire were very positive about the school and its leaders. Parents who spoke to inspectors were complimentary about the school. Staff are overwhelmingly positive about working at the school and pupils speak highly of their time at school.
- Not all subject or phase leaders have a clear understanding of how their pupils' outcomes compare with pupils nationally. This means that they are not yet fully able to contribute to identifying school improvement priorities in their subject or phase. They are all rightly focused on individual pupils and the progress that they are making but sometimes fail to look at the whole class, phase or group to see how well they are doing in comparison to pupils nationally.

■ The governance of the school

- Governors are highly effective. They challenge and support the work of the school and continually seek ways to improve their skills of governance through training and advice. The recently appointed Chair leads the governors well and is ably supported by the vice-chair. Recently appointed governors have brought new skills to the existing long-serving and highly skilled governors. They have been welcomed and supported through activities such as 'buddying'.
 - Governors have an incisive knowledge of the school and its priorities for development. They understand how the achievement of pupils compares to pupils nationally and are aware of the outcomes of different groups of pupils in the school. They ensure that pupil premium funding and sport premium funding are targeted effectively. They seek external advice to ensure that the performance management of the headteacher is rigorous and sharply focused on improving teaching and learning.
 - They are highly committed to improving the life chances of pupils at the school and they take their role seriously and view it as a privilege. As one governor put it, 'we are all proud to be associated with this school'.
 - The range of committees in place channel the skills of governors well and support school improvement. Governors are generous with their time. They visit school often and go on 'away days' together to evaluate their effectiveness and plan next steps.
- The arrangements for safeguarding are effective. The school manages safeguarding particularly well in the context of a diverse community, with many vulnerable families and complex safeguarding issues. Leaders and staff work relentlessly to ensure that pupils are safe. All staff and governors receive regular safeguarding training and are aware of how to identify pupils who are at risk and of the reporting procedures if they have concerns.

Quality of teaching, learning and assessment **is good**

- Leaders, including governors, have been successful in improving the quality of teaching since the previous inspection. The quality of teaching is good overall and ensures that pupils make good progress in their learning. The teaching of writing and reading is typically stronger than that of mathematics.
- A strong feature of lessons is the effective working relationships between adults and pupils. This was captured by one pupil who said, 'they just want us to be the best that we can'. Pupils trust the adults that work with them and this allows them to take risks, to 'have a go' and to ask for help when they need it.
- Teachers provide clear and effective guidance to pupils, both written and oral, which helps them improve their work. Pupils also critique each other's work sensitively and effectively, and guide each other to improve. This is a real strength of the school and shows significant progress since the previous inspection.
- New assessment procedures are embedded across the school. Teachers carry out 'gaps' analysis with the support of leaders, to ensure that they plan effectively to move pupils on in their learning in all subjects. As a result all groups, including the most-able pupils, make good progress.
- Pupils enjoy the cross-curricular nature of topics taught and they are given good opportunities to apply writing, reading and mathematics skills across curriculum areas. The science curriculum is developing well under the leadership of the new science leader. For example, pupils in Year 4 were highly motivated to discuss what they had discovered about water pollution. They then applied their science knowledge to persuasive writing in their English work.
- Pupils with special educational needs and those with disabilities receive individual and small-group support inside and outside the classroom from highly skilled additional adults. The provision for these pupils is exceptionally strong. Pupils are nurtured and cared for. They make good progress despite having very complex physical and emotional needs. The adults working with these pupils are a credit to the school and to the community. They ensure pupils experience success, make progress, feel valued and have fun with their learning.
- Pupils enjoy reading. Early readers apply their phonics skills well in Reception and Key Stage 1 and in Key Stage 2 pupils develop their language comprehension skills well through the guided and reciprocal reading group activities which have been introduced by the English subject leader. Reading records show that pupils read regularly at home and that staff read with them often.
- The teaching of writing has improved significantly since the previous inspection. Pupils write for a range of purposes and audiences, across the curriculum. They write at length with confidence and apply their

phonics, grammar and spelling skills well. Progress in writing is consistently strong across the school. Some pupils in all year groups have made outstanding progress in writing so far this year.

- Pupils say that they receive a good quantity and quality of homework and parents agree. There is a homework club every Thursday which any pupil can go to for support. There is also a homework certificate given out each week at achievement assembly. These achievements are also reported in the weekly newsletter. Pupils say they appreciate these initiatives and respond well to the high profile homework is given within the school.
- The teaching of mathematics has improved over time. However, some teachers are not confident in planning activities which always allow pupils to deepen their understanding and develop mathematical skills as well as they could. Typically, the strongest teaching of mathematics is seen in Key Stage 2 and in the Early Years Foundation Stage. For example, in a Year 4 mathematics lesson, the teacher constantly made demands on pupils to explain their mental mathematics strategies and to justify their thinking. This ensured that their understanding was deepened and that the progress they made was rapid. Sometimes, teachers move on too quickly and ignore pupils' misconceptions. When this happens progress is not as strong as it is in reading and writing.
- Additional adults work with different ability groups during lessons to support pupils' learning. When teachers plan effectively for this support, progress is good. Occasionally, additional adults are not asked to focus on the most important next steps for pupils, particularly in phonics and mathematics sessions. They sometimes work through activities which do not support pupils' needs effectively. Not all additional adults are confident in the subject knowledge they need to support pupils in phonics and mathematics lessons.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident that they will learn and succeed in school and even the youngest children in the school can talk confidently about their learning. The school's 'Respect Values' and 'Resilience Project' underpin all learning and this means that pupils are happy to take risks in their learning and to ask for help when they need it.
- A strong feature in lessons is the support and guidance pupils receive from each other, as well as from the adults working with them. They take feedback positively and use it to improve their learning.
- Pupils generally get on very well together regardless of differences in ethnic, social and cultural backgrounds.
- The staff promote a culture where pupils feel safe and learn how to stay safe. Pupils understand the different types of bullying which can exist and are aware of how to keep themselves protected when using social media. Pupils benefit from a week dedicated to learning about e-safety, and parents are given advice on how to protect their children online.
- There have been no issues of bullying recorded in the school for over a year. Pupils know that any issues would be dealt with swiftly and effectively by staff. Pupils also know that they can speak to adults in school if someone 'is hurting us outside school'. Such is the trust pupils have in all the adults that work with them.
- A small number of pupils from the school have occasional access to alternative provision. Leaders and staff monitor the impact of this provision to ensure that pupils' personal development, behaviour and well-being are supported effectively when pupils are off-site and when they return to school.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons, around the school, in the lunch hall, at breakfast club, and in the playground.
- Any occasional low-level disruption is managed swiftly and effectively by adults who consistently adopt a 'firm but fair' approach. Expectations for good behaviour are consistent throughout the school.
- Pupils are very welcoming, friendly and polite to visitors and they enjoy talking about their school and their lives.
- Leaders work relentlessly to improve attendance, which is around the national average but varies from year to year, particularly in relation to persistent absenteeism. While the school is aware that this remains a constant challenge, leaders work very hard to tackle persistent absence, including working with families whose circumstances make them vulnerable.

Outcomes for pupils

are good

- Pupils' outcomes are good. Standards have risen since the last inspection. In 2015, attainment at the end of Key Stage 1 in reading, writing and mathematics was in line with national averages. At the end of Key Stage 2 attainment in writing was above national average, attainment in reading was broadly average, but in mathematics it was slightly below average.
- Year 1 pupils do well in the phonics screening check as a result of good phonics teaching throughout the Early Years Foundation Stage and Year 1. The proportion of pupils who achieved the expected standard in 2015 was above the national average and this is set to improve further this year.
- Staff have worked hard since the previous inspection to ensure that the most-able pupils are challenged to achieve what they are capable of. Books, progress information and observations during lessons show that the most-able pupils are making good progress and that, on average, one fifth of pupils in all year groups are on track to exceed age-related expectations in reading, writing and mathematics by the end of the year.
- Disabled pupils, those with special educational needs, disadvantaged pupils and those who speak English as an additional language make progress which is similar to, or better than, their classmates. Their progress is tracked and monitored effectively to ensure that any dips in progress or attainment are tackled swiftly.
- In all year groups, progress over time is consistently good in reading and writing. Some of it is outstanding. This strong progress is evident in pupils' workbooks, when observing in lessons and in evaluating the school's own assessment data. Progress in mathematics is improving but is not consistently strong in all classes. Sometimes, teachers do not set tasks that meet pupils' needs effectively and do not help them to deepen their thinking and develop their mathematical skills. In some lessons additional adults are not deployed effectively enough by teachers, to support pupil progress. Occasionally, staff do not have the confidence in their subject knowledge to enable pupils to deepen their learning.
- The school ensures that pupils leave the school well prepared for the next stage in their education.

Early years provision

is good

- The Nursery and Reception classes provide children with a delightful start to their education. A strong aspect of the provision is that children learn and explore new ideas in a safe, caring and nurturing environment.
- Children enjoy a wide range of interesting activities and tasks inside and outside the classrooms. All areas of learning are effectively planned for and there is a very sharp focus on early literacy and numeracy. Activities excite and engage children. For example, children discovered wolf footprints throughout the Nursery and Reception on arrival to school. 'Oh no! The wolf's been here again!' exclaimed a Reception child. This gave children a very enjoyable context for writing, after they had tidied up the mess the wolf had made!
- Parents are made to feel welcome in the Early Years Foundation Stage and they contribute to their children's learning. An example of this is in the Reception classes. Every morning parents come in to class with their children and read with them. This creates a calm start to the day and a strong sense of community.
- From starting points which are typically below those seen nationally, children make good progress because they are taught well. The proportion of children leaving Reception in 2015 with a good level of development was much higher than the national average. This prepared them well for transition to Year 1. Disadvantaged pupils outperformed their classmates, which indicates how well the additional funding for disadvantaged pupils was spent.
- Children currently in the Nursery and Reception classes are making very good progress, particularly with early writing and number skills. They benefit from consistently good teaching from both the teachers and the additional adults working with them.
- Children who are disabled or who have special educational needs are extremely well catered for in the Early Years Foundation Stage. Additional adults provide great care and support which ensures that children enjoy their time at school and make good progress, achieving the best that they possibly can. Safeguarding is effective. Children feel safe and parents are confident that their children are well cared for.

- The provision is well led by the early years leader, who has had a good impact on improving the quality of teaching and the quality of assessment since the last inspection. She supports staff well in tracking the progress of individuals and in targeting provision to fill any gaps in learning. Children's books and learning journeys chart progress well. Writing books show that some children have made outstanding progress in writing since September.
- The early years leader also mentors and coaches staff to ensure continual improvement in provision and she provides a role model of best teaching practice. She recognises that to move to outstanding she needs to have a clearer understanding of how children's outcomes compare with those nationally. There is also a need to be more aware of gaps between the progress and attainment of different groups within the provision.

School details

Unique reference number	102712
Local authority	Newham
Inspection number	900016

This inspection 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	463
Appropriate authority	The governing body
Chair	Tracey Fiumara
Headteacher	Diane Barrick
Telephone number	020 8534 4759
Website	www.carpenters.newham.sch.uk
Email address	info@carpenters.newham.sch.uk
Date of previous inspection	9–10 January 2014

Information about this school

- Carpenters is a larger than average-sized primary school. It has an Early Years Foundation Stage which consists of two part-time Nursery classes and two full-time Reception classes.
- The proportion of pupils known to be eligible for support from the pupil premium funding (additional money provided by the government for pupils known to be eligible for free school meals and those looked after by the local authority) is well above the national average.
- Pupils come from a variety of ethnic backgrounds, and speak a wide range of languages. The majority of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is higher than average.
- The school runs a breakfast club which is managed by the governing body.
- There have been changes to some key subject and phase leader roles since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- Inspectors observed learning in all classes at least once. Three observations were undertaken with the headteacher, deputy headteacher and early years leader.
- Meetings were held with governors and with a representative of the local authority
- Meetings were held with pupils to discuss their learning and their views on the school.
- All leaders met with inspectors to discuss their roles and the impact of their work.
- Inspectors heard pupils read and talked to pupils in the lunch hall, in the playground and as they moved around the building.
- Inspectors attended an assembly.
- Inspectors examined a range of school documents, including information on pupils' progress across the school, improvement plans, curriculum plans and checks on quality of teaching. They also examined school policies and school records relating to safety, behaviour and attendance.
- Inspectors scrutinised pupils' books in every classroom to see what progress pupils make and to look at the impact of the guidance teachers provide.
- Inspectors took account of the 16 responses to the online questionnaire, Parent View, and to information gathered from discussions with parents during the inspection.
- The inspectors also considered questionnaires completed by 28 members of staff and 27 pupils.

Inspection team

Ruth Dollner, lead inspector	Ofsted Inspector
Michelle Thomas	Ofsted Inspector
Danvir Visvanathan	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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