

# Randal Cremer Primary School

## Inspection report

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<b>Unique Reference Number</b>	100236
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	276274
<b>Inspection dates</b>	4–5 May 2006
<b>Reporting inspector</b>	Andrew Howe

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nick Morris Mrs Valerie Serrette-Figaro
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Ormsby Street Shoreditch London E2 8JG
<b>Telephone number</b>	020 7739 8162
<b>Fax number</b>	020 7729 5807

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger-than-average primary school serves an area of high deprivation in East London. About half the pupils are entitled to free school meals. About four fifths of the pupils are from minority ethnic groups, about a quarter coming from Black African backgrounds in particular. Nearly half of pupils are in the early stages of learning English. Over a quarter of the pupils have learning difficulties. The proportion of pupils who enter and leave the school other than at the usual times is above average. The school roll is increasing, resulting in some re-organisation of classes. There have been several changes of leadership since the last inspection and the current headteacher and deputy headteacher have been in post for less than two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

- Improve the quality of teaching so that it is consistently good and promotes better pupil progress.
- Review and develop the curriculum so that it is more exciting and relevant.
- Develop the role of the governing body so that they play a full part in evaluating the school's performance and planning for the future.

## Achievement and standards

Grade:

## Personal development and well-being

Grade:

## Quality of provision

### Teaching and learning

Grade:

Teaching and learning are satisfactory. Some lessons are good. Teachers assess and track pupils' progress effectively, particularly in English and mathematics and in the Foundation Stage and so they know pupils' capabilities well. However, they do not always use this information to match work to pupils' needs in lessons. Teachers use technology well in presenting lessons. For example, it was used very effectively in a Year 1 mathematics lesson when pupils were being taught how to add on nine, so that the pupils grasped the concept quickly. Pupils' behaviour is managed well. Marking is variable in quality and some books are not marked regularly enough. Teachers do not always set high enough expectations for pupils' presentation of their work. The teaching of pupils with learning difficulties is satisfactory. When groups of pupils have adult support, it is often effective, both for pupils at an early stage of learning English and where additional one-to-one reading lessons are provided.

### Curriculum and other activities

Grade:

The curriculum is satisfactory, broad and balanced. However, it sometimes lacks relevance and excitement. For instance, links between subjects that would make learning stimulating and more appropriate to each pupils' needs are still developing. In Year 2 pupils could contrast their own locality with the seaside using photographs from the Internet, but in another lesson opportunities to link Information and Communication Technology (ICT) with mathematics were missed. Science has been a weaker element of the curriculum, but there is now an improvement in investigative work. Visits are used purposefully to enhance pupils' learning and visitors, such as theatre groups, make good contributions to pupils' learning. Personal, social and health education receives a good emphasis. There is a satisfactory range of extra-curricular activities. Good arrangements are made for pupils at a very early stage of learning English. Provision for pupils with learning difficulties is satisfactory. Although useful interventions help pupils in small groups for literacy, they sometimes mean pupils miss important learning in other key lessons.

## **Care, guidance and support**

### **Grade:**

Each child is treated as an individual and supported well by the high quality, caring relationships that exist throughout the school. These make an important contribution to the good quality support, care and guidance for pupils. All health and safety issues are addressed; risk assessments are in place and child protection procedures are well established. Satisfactory assessment procedures are in place and pupils giving cause for concern are monitored carefully. Staff set targets for individual pupils and for groups and track each child's progress rigorously. However, this information is not yet used consistently in lesson planning to ensure all pupils are appropriately challenged. The school works hard to ensure that barriers to learning such as limited English skills are removed wherever possible and uses additional support well. Activities such as booster classes and one-one work with the learning mentor have assisted many children in improving basic skills. The school has placed great emphasis on building a supportive relationship with families and this has had a positive impact, reducing absence and lateness.

## **Leadership and management**

### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

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**Annex B****Text from letter to pupils explaining the findings of the inspection****Pupils**

Thank you for sharing your views of the school with us when we visited a little while ago. We enjoyed our time with you, and we promised to let you know what we decided after our visit.

You told us what a caring place Randal Cremer Primary School is, and how there is always someone you can go to if you have a problem. You were quite right. Teachers and helpers take good care of you, and do a great deal to help you learn and stay safe. Your school council means you can have a say in how the school runs, and it has some real improvements to show for its work. Right through from the nursery and reception classes to Year 6, children behave well. Younger children make good progress. Older children make satisfactory progress in their learning. Children who find learning hard, or who speak a language other than English at home, get good extra help. Many of the lessons we saw were satisfactory and some were good. You clearly enjoyed some of them. You work hard, because teachers try to make learning fun. There are some interesting activities you can do at school outside class, such as clubs and school trips. There are some things that could be better, though: \* Although teaching is satisfactory, marking and the setting of tasks that are at the right level would help you more. \* Although there is a satisfactory range of subjects, the school could try to make them more interesting and enjoyable. \* The school's governors could do more to check on how well everyone is doing and help the headteacher to plan for the future. Randal Cremer Primary School is a satisfactory school with some good features. If you continue to work as hard, and behave as well as you do now, it could become even better.

Good wishes for the future,

Andrew Howe

Lead Inspector