



Kaizen Primary School

Inspection Report

Unique Reference Number 132813
Local Authority Newham
Inspection number 282296
Inspection dates 9–10 January 2007
Reporting inspector Nick Butt

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

Type of school	Primary	School address	Elkington Road
School category	Community		London
Age range of pupils	3–11		E13 8LH
Gender of pupils	Mixed	Telephone number	020 7473 6890
Number on roll (school)	171	Fax number	020 7473 6891
Appropriate authority	The governing body	Chair	Cllr E Sparrowhawk
		Headteacher	Ms M Karunaratne
Date of previous school inspection	Not previously inspected		

Age group 3–11	Inspection dates 9–10 January 2007	Inspection number 282296
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a new school with a nursery, whose numbers are building annually. At present, the roll has reached Year 3. It serves an area of social disadvantage. A high proportion of pupils are eligible for free school meals. Almost two thirds of pupils are from a wide range of minority ethnic backgrounds. Two fifths of pupils speak English as an additional language, and many are at the early stages of learning the language. Many pupils join and leave the school outside normal times. The school has the Investors in People award, and an award for promoting healthy lifestyles. It offers classes and facilities for parents and the local community.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. The headteacher has a clear vision of how she wishes the school to develop, and has been successful in establishing a friendly and caring ethos, where all pupils are valued as individuals. Standards are exceptionally low, but achievement is satisfactory. Most pupils make the progress expected of them in view of their abilities on starting school. However, not enough of the most able pupils reach the higher levels in national tests. There are strengths in the Foundation Stage. Teaching is good in the Nursery and Reception classes, and this interests and motivates children. They develop good social and personal skills rapidly.

Teaching is satisfactory. There are regular observations of lessons by senior leaders and coordinators. The impact of these is not as great as it could be because there is no standardised system of monitoring, and follow-up is too informal. The personal development and well being of pupils is good. They enjoy school and speak enthusiastically about their learning. They have positive attitudes and are developing good work habits. These contribute positively in preparing pupils for a life of learning. Pupils have an extremely good knowledge of the benefits of living healthily. They appreciate the kindness of the adults in the school, and feel safe and secure. Attendance is too low, despite the school regularly making its expectations clear to parents.

The recently appointed middle managers have a clear understanding of their areas of responsibility, and know what needs improving. Curriculum development has rightly focused on English and mathematics, with some good use of information and communication technology (ICT). However, the skills of literacy and numeracy are seldom extended into other subjects. Governors are growing in their role as a critical friend to the school, and provide useful expertise in matters relating to the new school building and its maintenance.

What the school should do to improve further

- Raise standards and achievement in reading and writing by challenging the more able pupils and monitoring teaching more rigorously
- Add depth to the curriculum by developing skills in literacy and numeracy through other subjects
- Improve attendance by broadening the range of strategies the school uses to reduce absence

Achievement and standards

Grade: 3

Achievement is satisfactory although standards are well below average. Children enter the Nursery with standards that are low, especially in communication, language and literacy and personal and social education. They get off to a good start because of the

good provision in the Foundation Stage, but a significant number are not reaching the early learning goals in literacy by the time they enter Year 1. Pupils make satisfactory progress in Years 1 and 2. However, more able pupils are not always challenged sufficiently to attain the higher levels. There is only one set of national test results (for Year 2 in 2006) so it is not possible to look for trends. Standards were exceptionally low in reading and writing and well below average in mathematics. They reflected pupils' poor attainment on entry, and an element of underachievement because of an unsettled Year 1. Pupils in Year 3 also make satisfactory progress towards challenging targets. Pupils with learning difficulties make expected progress towards the targets on their individual education plans. Pupils who speak English as an additional language achieve satisfactorily because of the focused support they receive.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development are good. They have a strong sense of right and wrong, and mix well together. A child commented, 'I like the healthy foods - veggie burgers, fruit and water.' They grow their own vegetables in the school allotments and enjoy taking part in a variety of active clubs. Pupils feel secure in school, and are learning to reconcile minor disagreements before involving an adult. One said, 'We deal with it ourselves - we have to solve it.' Pupils really enjoy school, despite attendance being low. One parent said, 'My child would go to school seven days a week if he could'. The bulk of absences are caused by term-time holidays and extended trips overseas. The school focuses on educating parents rather than involving pupils in improving attendance. This has had a limited impact. The school council has been involved in improving the design of the playground, which is now a stimulating and adventurous place. Pupils serve one another at lunchtimes, and have helped to organise the summer fair. Overall they make adequate progress in their basic skills and are learning to work together in teams.

Quality of provision

Teaching and learning

Grade: 3

Relationships between teachers and pupils are good, and consequently behaviour is well managed. Children settle in quickly to the Nursery and Reception classes, where good planning and effective teaching ensure they make good progress. For example, children in the Nursery enjoyed discussing the weather with adults, giving their own and "forecasts" on the interactive whiteboard map and choosing suitable items of clothing to wear for different conditions. The elements obliged with gale force winds!

Teaching is satisfactory in Years 1 to 3. Teachers keep pupils active and involve them well in lessons, with an emphasis on speaking and listening. They use assessment information when planning pupils' learning, but this is not always reliable owing to a

lack of experience in some cases. Teachers plan well for the needs of pupils with learning difficulties. However, they do not challenge the more able pupils sufficiently, which slows their rate of progress. The school gives teaching assistants time to plan with teachers and to discuss pupils' progress. This means they are well focused when supporting pupils, and make a valuable contribution to their learning. The teaching of literacy and numeracy skills tends to be restricted to English and mathematics lessons. Opportunities are missed to extend these into other subjects.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. A thorough programme for personal, social and health education (PSHE) forms a prominent part of pupils' learning. This contributes well to their good personal development. While the school has rightly focused on developing basic literacy and numeracy skills, it has meant less emphasis on other subjects. ICT is being used successfully across the curriculum, both through the computer suite and sets of laptops in classes. This is not happening so much with literacy and numeracy skills, for example in extending writing into historical topics. The Foundation Stage provides a good curriculum with plenty of exciting practical activities to interest and motivate children. The outdoor space is well used to develop all areas of learning. The curriculum is enhanced by trips out, for example, to the National History Museum and local places of interest. Extra curricular activities such as sporting activities and language clubs are well attended and appreciated by pupils and parents.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pastoral care is outstanding, with extremely effective systems in place to ensure pupils' well being. The learning mentor works well with vulnerable pupils and their families and makes an effective contribution to pupils' personal, social and emotional development. All staff are committed to an inclusive ethos that embraces difference and celebrates diversity. Learners with difficulties are identified early and effective arrangements put in place to support them and to help them to succeed. Similarly, the needs of pupils who are learning English are well met.

All the checks required to secure the safety and welfare of pupils are in place. Risk assessments are thorough and regularly reviewed. Effective use is made of termly data to show how well pupils are learning and what they need to know next. The school has recently started sharing targets with pupils, which they know and understand. At present there is no electronic system that tracks pupils' progress over several years, which makes it more difficult for the school to identify trends or analyse the performance of particular groups of pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has been successful in leading the creation of a happy school, where pupils and staff feel valued, and where the care and well-being of pupils are paramount. This helps pupils to develop positive attitudes to learning and to grow in confidence. The effectiveness of self-evaluation is satisfactory, with appropriate systems in place. The monitoring of teaching is inconsistent and lacks rigour. Different approaches are taken, and points for development are not systematically followed up. Strategic plans are concise and shared with all staff. They highlight the areas of priority, but some of the targets are not sharp enough. For example, targets for raising standards and achievement in reading and writing do not take into account the higher levels.

Governors are involved in the life of the school, and are becoming more informed and skilled in asking challenging questions. Good use is made of their expertise in areas such as the law and finance. The school has strong links with parents and the community, and works well with outside agencies such as the education welfare service. Parents very much support the work of the school. As one put it, 'My children love the school and so do I!' They find the headteacher and staff approachable and quick to solve any problems they may have. Leadership and management have contributed well to the good personal development of pupils and the outstanding pastoral care the school provides. Leaders have had less impact on standards and achievement. In view of the progress to date and the fact that many initiatives are still relatively recent, the school's capacity to improve is satisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for talking to us about the things you enjoy. Your school provides a satisfactory education. The staff look after you really well. We are glad that you enjoy school so much. It is a shame that not all of you are able to attend as often as you would like to, because you sometimes go on holiday during term time.

These are some of things that your school does well.

- You are keen to learn and behave well in school. You find lessons interesting because you have plenty of opportunity to get involved, especially with the interactive whiteboards.
- You feel safe and happy at school, because you are extremely well cared for. If you have a problem you know who will help you to sort it out.
- The children in the Nursery and the Reception classes get off to a good start because of the good teaching that goes on there.
- You know a lot about living healthy lifestyles and you enjoy growing your own vegetables in the allotments.

We think standards are not as high as they could be, especially in reading and writing. Some of you find the work too easy, and we have asked your teachers to make sure it is right for you. You know what your targets are, so perhaps you can discuss with your teachers how well you think you are doing. We have asked the headteacher and other staff to check your lessons, to make sure you are learning all you can. You do a lot of work in literacy and numeracy, which is good, but we feel you could do some of this in other subjects as well such as history. We want the school to do everything it can to tell your parents how important it is that you don't miss school, because attendance is too low at the moment.

Thank you again for all your help. Our best wishes for the future.

Yours sincerely,

Mr. N Butt,

Lead Inspector.