



# Cubitt Town Junior School

## Inspection Report

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**Unique Reference Number** 100898  
**Local Authority** Tower Hamlets  
**Inspection number** 285912  
**Inspection date** 12 March 2007  
**Reporting inspector** George Rayner

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>	Junior	<b>School address</b>	Manchester Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	7-11		E14 3NE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 7987 4362
<b>Number on roll (school)</b>	349	<b>Fax number</b>	020 7987 7304
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Gay Harrington
		<b>Headteacher</b>	Mrs Ursula Rubery
<b>Date of previous school inspection</b>	5 November 2001		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This school serves part of the Isle of Dogs in London's Docklands. It is larger than most primary schools and is continuing to grow as local residential areas develop. Most pupils' socio-economic circumstances are disadvantaged, but there is considerable variation. The majority of pupils come from minority ethnic cultures, with the Bangladeshi community being most strongly represented. A much larger proportion of pupils are at an early stage of speaking English than in most schools. Increasing numbers of pupils are from professional families as their parents move to the area to work in the business district of Canary Wharf. Pupils' standards on entry to the school vary from year to year, but are significantly below average overall. The proportion of pupils with learning difficulties and disabilities is well above average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school. Parents agree. Their very positive opinions are typified by one who said, 'I cannot praise the headteacher, staff and the school highly enough.' The school's motto, 'Only the best is good enough' signifies a determined belief that the children are entitled to the very best in education. It also sends a very strong message to the pupils that the school expects the highest endeavour from them. The success with which the school fulfils both of these goals is amply demonstrated by the pupils' outstanding academic achievement and personal development.

The curriculum, teaching and learning all make an outstanding contribution to pupils' achievement and personal development. The school has developed a curriculum that is highly tuned towards involving and meeting the diverse needs of all pupils and ensuring that all succeed as well as each other. For example, it provides very effective activities for pupils at an early stage of learning English to catch up rapidly. Pupils show their outstanding achievement by reaching above average standards in English, mathematics and science by Year 6 from their relatively low starting points. They enjoy school greatly and the vast majority behaves excellently. Pupils have an exemplary understanding of the importance of healthy eating and drinking and the value of regular exercise. Lessons in subjects such as science that reinforce important health and safety messages and enrichment that highly enthuses pupils, contribute to their outstanding personal development. The school's outstanding care ensures that pupils feel extremely secure and confident.

The school has recently improved the quality of its computers. Very good planning ensures that these are utilised to the maximum, so that every pupil has regular opportunities to use them. However, the ratio of computers to pupils is lower than in most schools. This aspect of provision is not of quite such a high quality as the others and reduces pupils' opportunities to use information and communication technology (ICT) to support their learning in other subjects.

Leadership and management are exceptionally well attuned to providing for all pupils in the school's diverse and developing local community. In the face of these challenges, it has transformed achievement from ordinary to exceptional levels and then sustained this over several years. In spite of its successes, leadership is self critical and determinedly focused on yet further improvement. These qualities and a proven track record show that the school has an outstanding capacity for further improvement.

### **What the school should do to improve further**

- Increase the numbers of computers available so that pupils can use ICT more widely to support their learning in all subjects.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is outstanding and they reach above average standards by Year 6. Standards are highest in mathematics, where they are significantly above average. One reason is that the more able pupils respond particularly well to the excellent challenges that they are set. These stimulate them to use their very well developed skills to choose the best way to solve a wide range of mathematical problems. In English pupils' outstanding progress is shown by the above average proportion who rise from a low starting point to reach expected standards for their age by the time they move on to secondary school. Most pupils write confidently and well in a variety of styles. Pupils do very well in science because they learn to ask good scientific questions and know how to investigate to find the answers. Because their needs are very carefully identified and they are given excellent individual help, pupils with learning difficulties and disabilities and those at an early stage of learning English also make outstanding progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural awareness. Pupils show their enjoyment by the excellent behaviour of the great majority and high enthusiasm in joining in with all that the school has to offer. Pupils are extremely knowledgeable about why it is important to take regular exercise and eat and drink sensibly. They are proud that school councillors helped to devise a new menu for school meals and say that as a result, these are now tasty as well as healthy. Pupils enjoy being active and particularly enjoy the swimming lessons. They compete very well in sports tournaments with other schools and are very proud of their many successes. Pupils make an excellent contribution to school life through for example, diligently and enthusiastically carrying out roles such as school councillors and water monitors. Equally, it is through their exemplary contribution to the highly caring school ethos in which all pupils and their diverse cultural backgrounds are accepted fully. Pupils grow up as reflective young people, extremely willing to listen to and respect others' points of view. This, together with their outstanding achievement, prepares them extremely well for their futures. The school works very hard to secure satisfactory attendance. While most pupils come to school very regularly, the attendance rate is affected by the large number of families with overseas connections who take extended holidays to visit relatives.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teachers have high expectations of what pupils can do. They plan lessons extremely well to help all pupils to achieve as well as they can. Consequently, lessons challenge able pupils very well, but still provide manageable activities for those who find learning more difficult, or are still learning to speak English. Pupils say that teachers' ability to make lessons fun greatly adds to their willingness to work hard. This was seen for example in Year 3 lessons, in which imaginative tasks and the use of visual aids helped pupils to see what they needed to write when creating instruction for making sandwiches. Teachers and teaching assistants work together very well in teams to make sure that all pupils have the support that they need. Teachers use marking very well to encourage pupils and guide them on how to improve. They are working together to make assessment an even better contributor to learning by fully involving pupils in evaluating their own work. This was seen in a Year 5 lesson in which pupils were learning to spot and avoid common mistakes in mathematics calculations.

### Curriculum and other activities

#### Grade: 1

Exemplary provision for English, mathematics and science contributes to pupils' outstanding achievement. The school uses its setting extremely well to enrich learning, for example by ensuring that its multicultural richness strengthens pupils' awareness of diversity. Links with the nearby business district and the Foreign and Cabinet Offices let pupils observe at first hand the workings of commerce and government. This contributes to pupils' excellent preparation for their futures. Very well attended extra curricular clubs provide a wide range of sporting, cultural and creative activities. The school ensures that no pupils are ever unable to take part because of cost. Pupils said a 'summer fayre' to pay for a pantomime visit was as much fun as the pantomime itself. The key issue from the last inspection of improving provision for design technology has been fully addressed, so that this is now very good. The school's computers are of high quality and enhanced by good additional equipment such as interactive whiteboards and digital cameras. These resources are very well managed to make sure that pupils have regular use and cover all parts of the ICT programme of study. Some of this is by Year 6 pupils visiting the local computer learning centre to take a data handling module. However, there are fewer computers than in most schools of this size, which limits opportunities for pupils to use ICT to support their learning in other subjects.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding. Pastoral care is very strongly founded on the school's ethos as a community in which pupils feel very secure and develop the

confidence and enthusiasm to become excellent learners. Its effectiveness is shown by pupils' outstanding personal development and well-being. All staff are highly conscientious in caring for pupils. Risk assessments and child protection procedures are stringent and all staff have recently received NSPCC training and certification. Vulnerable children are very regularly discussed to ensure they have all the help they need and pupils also help through their willing participation as 'buddies'. Excellent links with specialist agencies ensure additional high quality support for pupils who need it. The school liaises very well with parents to guide them on making the fullest contribution at home. A breakfast club provides very good care for pupils who need this before school. Procedures for tracking pupils' progress are very effective. Computer-based records are very accessible to teachers, who use them to regularly monitor each pupil's progress. The school's records show tremendous acceleration in individual pupils' progress after they have been given extra help.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher provides an extremely clear direction for the school as a place in which pupils' achievement and well-being are a priority for all. Senior and middle managers are very capable and effective in supporting this vision. High morale among the rest of the staff is demonstrated by their wholehearted support and the low numbers who leave the school. Procedures for monitoring teaching and achievement are very well organised. Parents and pupils are regularly asked for their views in discussions and surveys. These approaches have given the school a very accurate view of its quality and performance. The school has clear improvement targets in all areas of its work. Invariably these signify a self critical approach and absence of complacency, rather than the existence of significant weaknesses. Also leaders have an understanding that a school situated in a rapidly developing location needs to be forward looking and dynamic to ensure that it maintains its strengths. Governors play a full role in monitoring and guiding the school. This has been particularly valuable in helping the school to run its finances efficiently to ensure that all resources have the maximum impact on pupils' achievement and well-being.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 me to your school recently. I enjoyed meeting you and am grateful for the help you gave by talking to me and letting me look at your work. I was able to see that yours is an outstanding school.

You succeed very well in your work. You achieve equally well in English, mathematics and science. It was good to see that there are no groups of pupils in your school who do less well than everybody else. This is because the adults care for you all very well and make sure you are all happy and have any help that you need. The teachers are extremely good at giving you work that is just right for all of you. This means that work is hard enough to bring out the best from the brightest of you. At the same time, those of you who find learning harder are able to cope with your work. The teaching assistants help the teachers very well to make sure that you get any extra help if you need it.

A very important reason why you do so well is that almost all of you are very well behaved and work very hard. Some of you told me that you really enjoy school. I could see this by the way you join in with things so happily. When I went to the assembly I could see that you do very well playing sports with other schools. I enjoyed seeing you with your medals and trophies and could see how proud you were. All of this helps your teachers a lot. I know that the school motto is 'Only the best is good enough'. The adults do their very best for you and you pay them back by also doing your very best. I know that the adults are very proud of you.

The only thing that I have asked the school to improve is to try to give you some more computers. This is because there are not as many in your school as in other schools. I know they will try to do this. The headteacher and staff also have some very good ideas of their own about how to make the school even better. Very well done to you all and best wishes for the future.

George Rayner Lead Inspector