



Cyril Jackson Primary School

Inspection Report

Unique Reference Number 100900
Local Authority Tower Hamlets
Inspection number 285913
Inspection dates 6–7 November 2006
Reporting inspector Jacqueline Krafft HMI

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

Type of school	Primary	School address	51 Three Colt Street
School category	Community		Limehouse
Age range of pupils	3–11		London E14 8HH
Gender of pupils	Mixed	Telephone number	020 7987 3737
Number on roll (school)	457	Fax number	020 7538 9108
Appropriate authority	The governing body	Chair	Sue Stollery
		Headteacher	Gill Robinson
Date of previous school inspection	20 May 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Cyril Jackson Primary School has a nursery and is larger than most primary schools. Its pupils come from the local, culturally diverse community, the largest group being of Bangladeshi heritage. Over three quarters of pupils speak a language other than English at home. The proportion of pupils with learning difficulties and disabilities, including those with statements of special educational needs, is higher than average. The school has designated speech and language provision for 20 pupils. The socio-economic circumstances of many families are not favourable and the percentage of pupils eligible for free school meals is very high. A large number of pupils join and leave the school each year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cyril Jackson is a good school with a welcoming, harmonious atmosphere which celebrates the cultural diversity of its community. There is strong focus on including and supporting pupils with a wide range of different needs to achieve well. As a result pupils say, and their parents agree, that they enjoy school. They value the good relationships with adults, feel safe and cared for, and so behave well and make increasingly good progress.

When they start school most pupils have not reached the levels expected, especially in communication, language and literacy, and personal, social and emotional development. Through the early assessment of their needs, pupils are given good support and so settle into school quickly. This, and the improving teaching and provision in the Foundation Stage help pupils make good progress, particularly in their personal, social and emotional development. As a consequence of their very low starting points few pupils reach the goals expected by the end of the Reception year. Pupils continue to make good progress as they move through the school because the curriculum, teaching and support they receive is well matched to their needs. Although standards remain below average by Year 2 and Year 6 there is an improving trend. Good use of intervention programmes and the emphasis the school has given to developing literacy skills resulted in challenging English targets in Year 6 being exceeded in the 2006 national tests. Rates of progress in mathematics are lower than in English and targets in mathematics were not met.

Many of the teachers have joined the school in the last two years. They receive a thorough induction and good support so develop and share their skills and work effectively as a team to improve standards and achievement. Pupils have good attitudes to learning and achieve well because the quality of teaching is good and the enriched curriculum is relevant to their needs. Teachers work hard to ensure lessons are interesting and engaging. There is a good emphasis on actively involving pupils in practical learning experiences and ensuring they receive good support. This contributes much to their good progress and personal development. However, pupils do not always understand their improvement targets and marking does not consistently identify what they need to do to reach them.

The commitment to improvement is driven by the outstanding leadership of the headteacher. Her vision for the school is shared by staff and strikes a good balance between pursuing academic achievement and nurturing the personal development and well-being of pupils. To achieve this she has built an effective leadership team which shares her high expectations of staff and pupils. Self evaluation is robust and systematic. It is based on regular and detailed analysis of the progress pupils are making and rigorous monitoring of the quality of teaching by all staff. As a result the school has a good understanding of what it does well and where further improvements need to be made. Resources are used creatively and there are effective links with businesses and other agencies that support the school's drive to raise standards and achievement. A decline following the previous inspection has been reversed since the arrival of the headteacher. Pupils talk enthusiastically of the improvements that have been made.

Parents, however, are not always aware how their views are taken into account. Plans for improvement are focused on the right priorities and build on what the school knows works well and has been successful, such as the actions taken to improve writing. Consequently the school has demonstrated it has good capacity to improve further.

What the school should do to improve further

- Improve standards and rates of progress in mathematics.
- Develop the consistent use of marking so that pupils understand their targets for improvement and what they need to do to achieve them.

Achievement and standards

Grade: 2

While the school's results are consistently below average in the national tests at the end of Year 2 and Year 6, achievement is good. This is because pupils make good progress from very low starting points. The school identifies pupils' different needs early, targets a wide range of support effectively and regularly reviews the impact of this support on the rates of progress all pupils make. Good use is also made of the local authority expertise and guidance. As a result, all groups of pupils, including those with learning difficulties and disabilities and those who do not speak English as their first language, make good progress. Progress is better in English than mathematics.

Personal development and well-being

Grade: 2

Pupils' development and well-being are good. They say how much they appreciate their teachers' 'kindness' and efforts to make lessons and assemblies practical, varied and fun. They behave very well because the school is calm, orderly and they know what is expected of them.

Pupils' spiritual, social, moral and cultural development is good. Pupils actively contribute to the development of the school through their class council and get on well together and support each other. Pupils are able to follow rules independently. This is demonstrated particularly in the playground where they are able to play creatively and interact constructively. The few incidents of bullying are dealt with effectively and a recent creative approach involves training pupils, including those who have bullied in the past, to act as 'buddies' to support other children.

Pupils are encouraged to make healthy choices from the good range of food available at breakfast and lunch times and parents are involved in preparing healthy lunch boxes. Pupils value the playground facilities and physical exercise is a high priority for many. They are taught to adopt safe practices and demonstrate this around the school. Although attendance remains below average and punctuality of pupils is still a challenge for the school, close monitoring and a good range of strategies has resulted in some improvements.

The relevance of lessons to daily life, the focus on literacy skills, numerous projects shared with the local community and particularly the recent work with people from a local business as 'reading partners' all develop pupils' skills for later working life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The most effective lessons ensure a good pace of learning because teachers include time for consolidation, especially for those with learning difficulties or whose first language is not English. Planning is well informed by a range of assessments and clearly identifies what different groups are to learn. The deployment of an additional teacher in every year group each morning is particularly effective because they work on specific aspects of literacy and numeracy with small groups of pupils. Teachers have high expectations and this contributes to good levels of presentation across the school. Children are provided with a good range of practical learning opportunities where they are encouraged to explore, discuss and make decisions. The good relationships teachers and support staff have with pupils and the regular opportunities taken to praise their efforts, motivates pupils to tackle unfamiliar areas of learning with confidence.

Curriculum and other activities

Grade: 2

The school's curriculum was recently reviewed and is now well matched to the interests and cultural experiences of pupils. Provision for pupils' personal, social and health education is good. The integration of literacy skills into subjects has been well developed. However, this is not as well developed in numeracy. The two new ICT suites and increased provision in classrooms ensures pupils have good opportunities to use ICT regularly and develop their skills in different subjects.

The school provides an extensive range of popular activities in and out of school hours. Specialists and outside agencies, such as the local Business Partnership, work well with the school in developing pupils' skills in reading, sport and music. Regular opportunities are taken to visit local places of interest or invite people in to talk about their experiences. The school has good links with feeder secondary schools and the transfer programme ensures older pupils are well prepared for the next stage of their education.

Care, guidance and support

Grade: 2

The effective induction work undertaken by the home-school liaison officer with parents and children, prepares both well for school. Many parents take the opportunity to be involved in nursery sessions and feel able to discuss any issues with staff. Arrangements to ensure the safety and well being of children are thorough, records are up to date and procedures are effective. Staff have received recent training and

understand their responsibilities well. A comprehensive programme of risk assessment is in place.

Monitoring pupils' personal well-being is good. Aspects of personal development are taught effectively within a structured programme. Monitoring of pupils' academic progress is good and is used effectively to focus effective support. Although teachers mark pupils' work regularly, there is little guidance to ensure pupils understand their targets and know how to improve their work.

Leadership and management

Grade: 2

The leadership, management and governance of the school are good. The clear vision and direction of the headteacher, supported and challenged by governors, has set a course of determined improvement whereby all pupils can achieve regardless of ability or social circumstance. With the support of her leadership team and the many recently appointed, dynamic staff, all are now focused on improving standards and the life chances of all pupils

There are good, clear systems for monitoring and evaluating teaching and learning by leaders at all levels. These are well linked to the performance management of staff where clear line management ensures all staff are working with consistent, high expectations of pupils. As a result of rigorous tracking and effective intervention and support, pupils make good progress.

The support and induction of new staff are outstanding and their continuing professional development with a range of external partners is a strength. The school is building a skilled, cohesive workforce and every opportunity is being taken to share good practice across the team. The school knows itself very well. It has a clear view of its improvement priorities communicated through the school development and subject plans. These are carefully monitored during regular reviews.

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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?	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

I would like to thank you for making me and my colleagues feel so welcome when we visited your school. We really enjoyed talking to you, looking at your work and seeing you in lessons.

Your school is a good school where you make good progress in your work and are well cared for. You work hard for your teachers and you and your parents told us you enjoy school. You behave well, are polite and care for each other. You have lots of extra activities and clubs which many of you attend. You also have lots of visitors who help you with your reading. Your teachers make the lessons really interesting for you by giving you lots of things to do and getting you involved.

To make the school even better, we have asked the headteacher and teachers to help you do as well in numeracy as you do literacy and to let you know how you can reach your targets and get even better at what you are doing.

We would like to thank you again for making us so welcome and hope that you carry on enjoying all the exciting things you do at school.

Jackie Krafft

Her Majesty's Inspector