

Canon Barnett Primary School

Inspection report

Unique Reference Number	100893
Local Authority	Tower Hamlets
Inspection number	307520
Inspection dates	12–13 November 2008
Reporting inspector	Lily Evans

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	229
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Cath Shaw
Headteacher	Ms Jacqueline Trudgeon
Date of previous school inspection	27 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Gunthorpe Street Aldgate London E1 7RQ
Telephone number	020 7247 9023
Fax number	020 7377 1694

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a medium-sized school on the edge of the city of London. All pupils are from minority ethnic groups and nearly all are believed to have a first language other than English. There are average proportions of pupils with learning difficulties and/or disabilities, predominantly for speech, language and communication and moderate learning difficulties. Because of urban regeneration, the roll of the school has been diminishing. In 2007, the local authority began to bus children in from neighbouring areas where there are shortages of school places. These placements are often temporary as most pupils move back as soon as places become available, increasing the mobility of pupils in the school. The school has gained Awards for Healthy Schools, Speda (drugs awareness) and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Good leadership and management at all levels have ensured the school provides a good quality of education with high standards of care. The school provides a welcoming environment in which pupils are happy, make good progress and work cooperatively together. Pupils' enjoyment and achievement are successfully fostered and are at the heart of the school's work. This is reflected in the good behaviour and above average attendance. The headteacher ensures that parents are actively involved in the school and have first hand experience of how their children work and play. This good partnership is reflected in the parents' confidence in the school, willingness to help with homework and pupils' feelings of safety and well-being. Pupils are aware of how to be healthy and are thoughtful of others within the school and wider community. They work together to raise funds and provide support for those less fortunate than themselves including Bangladesh flood victims.

Although they make good progress in speaking and listening and beginning to read, their English language skills remain below expected levels by the time they enter Year 1 particularly in writing and the breadth of their vocabulary.

Good teaching and a curriculum, which is well adapted to pupils' needs, ensures that all groups of pupils achieve well, including in the Early Years Foundation Stage (EYFS). Teachers use assessments of pupils very well to group pupils for teaching the links between letters and sounds, number skills and for planning lessons. In particular, they use it effectively to highlight those who are not progressing as well as they should and to plan support that meets the needs of pupils of different abilities. Pupils have good relationships with teachers resulting in good behaviour in lessons but pupils need to have more opportunities to use their initiative and to show independent thinking. This is because in most lessons activities are mainly teacher directed.

Pupils make good progress in Years 1 and 2 but standards are below average because of the higher than normal proportions of pupils with a statement of special educational needs. Teaching assistants supporting pupils with moderate and severe learning difficulties have relevant training and good direction. This enables pupils to make good progress. There has been a dip in progress attributed to the use of temporary staff in Year 3, which has now been rectified. In Years 5 and 6 pupils catch up well so that by the end of Year 6 standards for 2007 are above average in science, and average in mathematics and English. The school recognises that writing standards and progress are weaker than reading through the school across all subjects, but they improve gradually so that they are broadly average by the end of Year 6. All pupils make better progress than is found nationally for pupils from Bangladeshi and African backgrounds. This is partly because some teachers and teaching assistants working with pupils who are learning English speak the same home language. Consequently, they understand fully the support that pupils need.

Governors give good support to the school and are prepared to challenge standards as they seek the best outcomes for the pupils. The school has shown through the improved standards since the last inspection that it has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery part-time until full-day places become available. Older children transfer to the Reception class in September each year. This builds confidence and makes

smoother transitions so that children come to school confidently. Children enter the nursery with expected levels of language skills in their own home languages, at the beginning of learning the English language and at lower than expected development of social and emotional skills. With intense tuition, children in the nursery class make good progress in developing spoken language through listening to stories and enacting them. Although Nursery pupils have good access to the outdoor learning environment, Reception children have no direct access, which limits their freedom of choice. Outside, children enjoy role-playing 'road safety', which helps them to learn how to keep safe. In the Reception class, although they make good progress in developing spoken language and literacy skills, letter sound relationships, and mathematical knowledge, their personal development is satisfactory because teachers lead too many activities. As a result, children have too few opportunities to develop exploratory play and build their confidence to take the initiative in their learning. The leadership is good and high staffing levels contribute to good care. The guiding principles for the EYFS are met and parents are supported very well. The leadership has plans to address children's access to outdoor learning in the near future. Staff observations identify the next steps in children's learning, but the statutory curriculum is under-used to support teachers when they plan activities. By the end of the Reception year, many children are meeting the early learning goals but standards in spoken language especially in the breadth of vocabulary they use and in independence are below those expected for their age.

What the school should do to improve further

- Raise standards and achievement in writing skills across all subjects and through the school.
- Enhance all pupils' opportunities to take responsibility and use their initiative including in the EYFS.

Achievement and standards

Grade: 2

Since the last inspection, standards have steadily improved. By Year 6, more pupils are now reaching average or better standards. This is especially true in science where four fifths of pupils reached the higher level in 2008. Monitoring information shows that the proportions of pupils making more than expected progress has also steadily increased as teaching and learning has improved. In the small Year 2 group in 2008, the proportions of pupils reaching the expected level in reading and mathematics are above average, discounting three pupils with statements of special educational needs and one pupil with only 2 terms of schooling. In Year 2, writing standards are below average and no pupils reached the highest level 3. This is an issue that the school is tackling through ensuring appropriate challenge for pupils identified as being capable of reaching the higher levels. Pupils with statements of special educational needs and identified with moderate learning difficulties are making good progress because of the good support and the effective intervention programmes in place.

Personal development and well-being

Grade: 2

Pupils enjoy school because they have good relationships and interesting experiences. They say 'We like school because the teachers make it fun and the lessons are interesting.' These positive attitudes are reflected in their good attendance, good behaviour and good achievement. By Year 6, most pupils can express themselves clearly in English and they make decisions when asked to, but they rarely take the initiative. Therefore, their future economic well-being is

satisfactory. In the playground, most pupils behave well, but opportunities for some more structured games are limited which results in a few incidents of rough play. Pupils' knowledge of how to stay safe is good especially in relation to the internet and they say they feel safe in school. Incidents of bullying are dealt with speedily and fairly. They know the importance of a healthy lifestyle and healthy eating and are proud that their parents join in both workshops about healthy eating and in outdoor activity weekends. The pupils' contribution to the school community is satisfactory. The school council gives pupils a 'voice' in the school and those pupils who are elected to the council take their responsibilities seriously. Pupils' spiritual, moral, social and cultural development is good. They work well together in lessons and the pupils in the friendship squad are keen to help others.

Quality of provision

Teaching and learning

Grade: 2

Teachers make lessons interesting and have good relationships with pupils. As a result, they know what they are going to learn and are not afraid to say if they feel they have not understood. If teachers feel pupils need more practice on particular areas, they adapt their plans accordingly. There are frequent planned opportunities to work with partners and in small groups, which makes independent work exciting, especially as teachers set times for completion of tasks, which ensures pupils work diligently. They make good use of interactive whiteboards and information and communication technology (ICT) to reinforce learning, for example in numeracy in Year 1. The quality of marking is good except in relation to pupils' individual targets for writing. Whilst marking is relevant and encouraging, it is insufficiently well linked to individual pupils' writing targets. As a result, pupils are not moving on as fast as they might and they are failing to check their work against their targets.

Curriculum and other activities

Grade: 2

The strength of the curriculum is that it is well adapted to meet the needs of all pupils. However, opportunities are missed to develop writing in all subjects of the curriculum. Throughout all year groups, pupils are carefully matched to groups at similar stages of learning, for example in reading or in numeracy. Extra support is given when needed to accelerate pupils' learning and meet pupils' individual needs, including those who benefit from speech and language therapy. There is good provision for ICT and personal and social education (PSED) both of which have well-planned schemes of work. The curriculum is enhanced by an interesting range of well-attended clubs at lunch times and after school. The school makes good use of the London area to enhance the curriculum through visits. There are good links with the arts and regularly artists work with pupils on group art projects. Parents are involved in curriculum workshops as well as parents' and pupils' art days such as 'The Big Draw'.

Care, guidance and support

Grade: 1

The school takes great care to provide a safe indoor and outdoor environment and to minimize risks. Child protection and safe recruitment procedures are well established. The implementation of the school's policy for PSED ensures children are in an environment where friendships are well promoted and bullying rare. It has excellent links with outside professionals ensuring that

pupils benefit from all the services they need, including the special educational needs service and speech and language, occupational and behavioural therapy. A resident learning mentor provides effectively for the needs of pupils with behavioural difficulties and vulnerable children and gives them considerable support when they transfer to secondary school. A range of good strategies is used to improve attendance. The procedures for and use of assessment, are very good. Teachers assess pupils thoroughly, placing inexperienced staff with senior managers in order to ensure accurate judgements. They use assessment information very well to plan learning in lessons, draw up individual education plans and set pupils' individual targets, which all pupils know.

Leadership and management

Grade: 2

The headteacher and her school team have worked purposefully to bring about improvements since the last inspection. They seek the best outcomes for the pupils regardless of their changing circumstances. The partnerships forged with families and the local community are strengths of the school. Families are involved in many ways including regular mathematics and curriculum workshops. Parents are therefore developing their respect for the work of the school, their confidence to help with homework and to take their children on visits to places that they might never have visited before. The school sets challenging targets and works hard to achieve them. The headteacher and senior management team systematically monitor aspects of teaching and learning which has led to improved practice, for example, in developing the skills of newly qualified teachers. They ensure that all staff, including much-valued teaching assistants, has their training needs identified and met. Middle managers have clear roles and effectively identify issues for improvement including their own expertise. In ICT, this has led to good standards of work. Where subject managers are relatively new, their roles are being further developed. The excellent tracking and analysis of progress and results are used well to keep a check on the success of interventions and explore those that are less effective than others.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 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?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

27 November 2008

Dear Pupils

Inspection of Canon Barnett Primary School, London, E1 7RQ

Mrs Korn and I would like to thank all of you for making our visit to your school such a pleasure. We enjoyed talking with you and seeing you at work and play. As promised, we are writing to tell you what we found out about your school.

Your school does these things well:

- in EYFS, you make fast progress in learning the English language
- teachers make lessons interesting and enjoyable and you behave well
- teachers use the good assessment of your work to plan learning and this helps you to make good progress in lesson
- the school helps you to understand healthy living, how to be safe and to care about others
- teachers are fair when they are dealing with problems
- the school makes sure that your parents know what you are learning, how you do your work and how to help you.

Your school could improve these things:

- it can make sure you have good opportunities in EYFS to make your own choices and to explore independently
- it can plan activities in lessons which enable you to use your initiative and take more responsibility
- it can help you to improve the quality of your writing through the school.

You can help your teachers by working hard, doing your homework and making more suggestions from your own ideas.

Yours sincerely

Lily Evans

Lead Inspector