

# Carpenters Primary School

## Inspection report

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<b>Unique Reference Number</b>	102712
<b>Local Authority</b>	Newham
<b>Inspection number</b>	308096
<b>Inspection dates</b>	2–3 October 2007
<b>Reporting inspector</b>	Kay Charlton

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	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Barber
<b>Headteacher</b>	Mrs S Alexander
<b>Date of previous school inspection</b>	10 December 2001
<b>School address</b>	Friendship Way Stratford London E15 2JQ
<b>Telephone number</b>	020 8534 4759
<b>Fax number</b>	020 8534 0791

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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

Carpenters is a large inner city primary school which includes a nursery with 52 part-time places. It serves an area of high social deprivation and the percentage of pupils eligible for free school meals is well above average. Pupils come from a wide range of ethnic backgrounds, the largest group being of Black African origin. A very high percentage of pupils speak English as an additional language. The percentage of pupils identified as having special educational needs is broadly average. The school has gained the Quality in Extended Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Carpenters School provides a satisfactory education with good features, notably in pupils' personal development. Parents overwhelmingly make very positive comments about the school and say that their children are happy and well cared for. One said 'Carpenters is a very supportive and caring school' and another that 'the teachers are good examples of how teachers should be'. Throughout all age groups, there is emphasis on the development of social skills. As a result, pupils make significant gains in their confidence and self-esteem and they develop great respect for others of very different backgrounds and beliefs. The school has strong links with others, including parents and external agencies, which give particularly good support to pupils' personal development. The pupils' contribution to the wider community is outstanding especially in the work they are undertaking in preparation for the forthcoming Olympics.

Pupils' achievements are satisfactory based on satisfactory teaching and learning. By age eleven, the standards pupils reach are below those expected nationally, particularly in mathematics. Given their starting point on entry, this shows that they make satisfactory progress through the school but can still achieve more. In many lessons, staff expect the most of pupils based on a clear appreciation of their capabilities and, in turn, pupils respond with enthusiasm and do well. However, there are a number of situations, particularly in mathematics, where staff do not always check out pupils' understanding or give sufficient feedback so that pupils are clear how they might reach their targets. The curriculum is wide ranging and the school is improving the links between subjects by developing a thematic approach. As a result of the creative and enjoyable activities provided, pupils are keen to learn. They are confident to turn to staff if they need help and are appreciative of the good relationships that are established. The support given by all staff is a key factor in the school's success in guiding the pupils' personal development.

The leadership and management of the school are satisfactory. The head teacher has the full confidence of staff and, along with the deputy head teacher gives clear direction for the work of the school. Coordinators are keen and enthusiastic, and governors are supportive of its work. The school's systems for self-evaluation are satisfactory. Monitoring is undertaken systematically, involves all members of staff and governors and takes good account of the views of pupils and parents. As a result, the school is clear about those areas that most need improvement. However, monitoring, particularly in mathematics, does not always take full account of the impact of teaching and learning on standards. This leads to some lack of precision in determining how improvement might take place and in checking to see if it has been successful. The school has recognised this and is already starting to address the issue in order to achieve more sustained improvement in standards. The school demonstrates a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

Children's achievements and progress are satisfactory overall with good achievement in the nursery. As a result of the good teaching in the nursery, where assessment is used very effectively, children of all abilities quickly begin to catch up. Many have low starting points on entry to the school. Teaching in Reception is satisfactory; it develops children's personal skills very effectively, so that when they enter Year 1, they are generally well prepared for school life. Throughout the foundation stage, staff make good use of both the indoor and outdoor environment to engage the children in activities that are well matched to their ages and interests.

Along with the good relationships that are established, this plays an important part in helping children gain good levels of confidence and independence. Overall, leadership of the foundation stage is satisfactory.

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

- Improve monitoring so that it takes full account of the impact of teaching and learning on pupils' achievements and ensures sustained improvement in standards.
- Ensure that in all lessons, particularly those in mathematics, staff check pupils' understanding and give them clear feedback about what they need to do to improve and reach their targets.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The achievement and progress of pupils of different backgrounds and abilities is satisfactory based on their attainment on entry to Year 1, which is below the levels expected nationally in mathematics and English. The school's recent focus on improving pupils' skills in literacy has raised standards in reading across all age groups. It is also having a positive impact on improving writing. In reading, staff take every opportunity to ensure that pupils' skills are extended and the standards pupils reach by age eleven are close to those seen nationally. However, in mathematics, standards are below those expected and pupils can still achieve more. In 2007, the results at the end of Key Stage 2 showed that pupils generally met or exceeded the school's targets set in English and science, but they fell short of those expected in mathematics. The school is actively improving its provision, notably in mathematics, so that it is on course to meet the challenging targets set for English, mathematics and science in 2008.

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

### **Grade: 2**

Pupils' personal development is a key strength. All make significant gains in developing their confidence, independence and social skills. Pupils show noticeable respect for others of very different backgrounds and beliefs. They thoroughly enjoy school, have positive attitudes and their behaviour is very good. For some, there is significant improvement in their behaviour because of the school's positive approach. Many have improved their patterns of attendance so, that taken overall, it is now satisfactory. Pupils care for each other very well indeed and the school council plays an active role in making decisions that affect everyone. Pupils develop good understanding of healthy eating and say how much they like the healthy school meals. They appreciate the importance of being safety conscious and become very mature. Pupils make a strong contribution to life in school and an exceptionally strong contribution to the wider community. Pupils' spiritual, moral, social and cultural development is good. It is well supported by high quality assemblies, for example, in the one seen about the harvest the moment of reflection was a pleasure to behold. Pupils' preparation for their economic well-being is satisfactory overall with good development of their skills in information and communication technology (ICT). The school is working hard to improve the pupils' basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. Lessons are usually well planned and organised, proceed smoothly and staff work well as a team. There is a good working atmosphere based on good relationships and the positive way that all staff manage pupils' behaviour. Most pupils are keen to contribute their ideas, often showing a good sense of fun. Resources, including interactive whiteboards, and 'hands-on' activities are used well to engage pupils' interest and participation.

Good practice was seen in one of the key stage 1 classes where the teacher had high expectations of all groups and used the plenary part of the lesson particularly well to drive forward pupils' achievements. In lessons where teaching is less effective, staff do not spend enough time checking pupils' understanding or give them specific feedback to ensure that they achieve their best in order to meet their targets.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory overall. It is broad and balanced and builds well on the diversity of pupils' backgrounds. A comprehensive programme of personal development pervades all aspects of school life. This enables pupils to make good progress in taking responsibility and in improving their social skills. The school has developed a very wide range of enrichment and out-of-school activities that pupils say are 'fantastic'. Activities undertaken as part of the Extended School provision, such as the breakfast club and the homework club, make an important contribution to school life.

The curriculum ensures a systematic development of pupils' skills in reading, speaking and listening and ICT, but in writing and, more particularly in numeracy, there is still further to go to build up these skills in a consistent way from one year to another. Opportunities are missed to develop pupils' skills in numeracy through the other subjects of the curriculum.

### Care, guidance and support

#### Grade: 3

There are noticeable strengths in the support which staff give to pupils' personal development. They ensure that the pupils' needs are paramount and, at all times, display good respect towards them and value their efforts. Relationships are good and pupils know that they have a voice and that the staff will listen to their ideas. Arrangements for safeguarding pupils are robust and pupils feel safe and secure in school. The school's strong links with parents support this area well.

The support and guidance for pupils' academic development is satisfactory. Staff assess pupils' progress regularly, and they use this information to set targets which are generally well matched to the needs of individuals. However, these are not always used to best effect, and as a result, there is lack of clarity amongst pupils about the ways in which they might improve their work.

## Leadership and management

### Grade: 3

The school benefits from the clear direction of the head teacher and deputy head teacher. Together with the staff team they put 'the pupils first' and all show a clear commitment to professional development and school improvement. Coordinators are enthusiastic, but there is variation in the impact that they have on raising standards and ensuring that the school's targets are met. This is because their monitoring does not always take full account of the impact of teaching and learning on pupils' achievements. Governors are supportive of the school's work, check to see if the school has met its targets and they discharge their responsibilities conscientiously. However, the information they receive from the school's own monitoring sometimes lacks precision about the ways in which improvement might take place and in measuring the effectiveness of developments. In turn, this makes it difficult for governors to be sharp in deciding if the school is as successful as it might be.

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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?	3
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	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?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

12 October 2007

Dear Pupils

Inspection of Carpenters Primary School, London, E15 2JQ

Thank you for your help when we came to inspect your school on 2 and 3 October 2007. You said that you enjoy going to Carpenters Primary School and that the staff help you a lot. We agree with your views and judge the school to be satisfactory with good features.

We could see that you try hard and many of you are reaching your targets particularly in reading. In writing and, in mathematics especially, there is still more that you can do. You all show respect towards each other and you work together well. Your behaviour is very good and the things you are doing to help everyone in the area prepare for the Olympics is excellent. Staff work together as a team and they make learning enjoyable. They organise a very wide range of special activities, such as the visit from the African drummer, which we agree are 'fantastic'. All of the staff look after you carefully and you know about the importance of trying to make sure you stay healthy.

Staff are developing their skills well and are keen to make sure that the school improves. We want teachers to spend more time in check that you understand your work and making sure that you know what to do to improve, particularly in mathematics. You can help everyone by always doing your best and try hard to meet your targets. The school also needs to sharpen up the ways in which it checks if it is being successful so that it can be certain that it continues to improve in the future.

Yours sincerely

Kay Charlton

Lead Inspector