

Earlham Primary School

Inspection report

Unique Reference Number	102718
Local Authority	Newham
Inspection number	308098
Inspection dates	8–9 October 2008
Reporting inspector	Robert Lovett HMI

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)	336
Government funded early education provision for children aged 3 to the end of the EYFS	86
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr A Shaikh
Headteacher	Mr D Williams
Date of previous school inspection	1 December 2003
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Earlham Grove London E7 9AW
Telephone number	020 8534 6127
Fax number	020 8555 8231

Age group	3–11
Inspection dates	8–9 October 2008
Inspection number	308098

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

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

Description of the school

This large primary school is in a culturally and ethnically diverse part of Newham. At 92% the proportion of pupils of minority ethnic heritage is much higher than average with the largest groups being those of Bangladeshi, African and Pakistani backgrounds. Unsurprisingly this means the school is linguistically and culturally rich, with most pupils speaking a first language other than English and a large number of these in the early stages of learning English. A high proportion of pupils are eligible for free school meals. A large number of pupils are from refugee and asylum seeking families. Many more pupils join and leave during their school careers than is usual. The Early Years Foundation Stage (EYFS) provision is accommodated in the Foundation Suite, which is divided into two main areas - the nursery and the reception unit. The Foundation stage consists of the nursery, which children attend part-time, and two reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Earlham is a good school where pupils enjoy learning. As one said, 'I'd recommend it to any of my friends'. The first thing to strike visitors is what a friendly and welcoming place it is. Classrooms and corridors are bright, attractive and used well to display work of high quality and to reflect curriculum priorities. It is obvious that all who work in the school take a real pride in its appearance. Pupils receive good support and guidance so that they develop positive attitudes to learning and their self-confidence increases. This is true for all pupils but is particularly important for those who are new to the school or who are in the early stages of learning English. Marking is good at telling pupils where they are doing well and in celebrating success. It is less consistent in telling pupils what they need to do to improve further, particularly in subjects other than English. Pupils' personal development and well-being are outstanding. Pupils say they feel safe and that incidents of bullying or unfriendliness are rare. They are very clear that this is an improving and ambitious school. Pupils are polite, have very positive attitudes to learning and say they enjoy school hugely. They have an excellent understanding of how to stay healthy. The school is particularly successful in promoting pupils' understanding of business and enterprise that helps prepare pupils well for the next stage in their education and for later life.

Most children join the Nursery with skill levels that are below those expected for their age. Teaching is good, the curriculum is well focused on improving language skills and children make good progress. In Years 1 to 6 teaching and learning are good so that pupils continue to make good progress. Standards are now broadly average and rising.

The headteacher and deputy headteacher provide a clear vision for improvement which is widely shared among the school community. They have been instrumental in establishing a caring ethos where every child is an important individual. They and the school's leadership team have been effective in improving the quality of teaching and raising standards. They enjoy the confidence of almost all parents. However, while self-evaluation is detailed and frequent it does not always link specific strategies sufficiently closely to measurable outcomes such as raising standards. The highly effective and evaluative governing body is representative of the local community and provides valuable challenge and support.

Parents, carers and pupils are very positive about recent improvements. The school makes every effort to work with parents and carers and keeps them well informed, particularly in respect of the curriculum and pupils' achievements. While pupils behave well, a few parents say they would like more information about how problems are resolved and about how the school encourages good behaviour. They are unclear about how the 'pupil voice' is taken into account. This is a view shared by pupils, most of whom are not sure about the role of the school council or what it has achieved.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the nursery with skills that are lower than those expected for children of similar age especially in communication, language and literacy (CLL). The overwhelming majority have English as an additional language and over half of the children come into Nursery with little or no English. They make good progress in their learning overall and outstanding progress in developing their CLL skills. This is because of the good focus on developing speaking and

listening in English and the excellent teaching of sounds and letters. They become more fluent and confident in English and improve their personal and social skills. Children demonstrate very positive attitudes to learning. They enjoy school and build trusting and caring relationships with those who help them. Routines are clearly established and even the youngest children know to wash their hands before snack time. Children from different backgrounds and cultures play and work together harmoniously and behave well. Good use is made of teaching assistants' bilingual skills to help communication with children and to establish links with parents. Adults use their knowledge, understanding and skills well to plan and organise valuable learning opportunities. There is a good range of adult led and child initiated activities that enable children to explore, play and develop at a good pace. Management is good so that the setting runs smoothly on a day-to-day basis. Assessment procedures are in place although the systematic tracking of children's progress is at an early stage of development.

What the school should do to improve further

- Ensure self-evaluation is linked more closely to measurable outcomes.
- Improve the consistency and quality of marking in all subjects so that pupils are clear about what they need to do to improve.
- Strengthen the role of pupils in school improvement.

Achievement and standards

Grade: 2

Standards have risen in each of the last three years with the pace of improvement accelerating. Recent improvements in provision in the EYFS have resulted in increased progress. Children make particularly good progress in respect of their communication skills so that they are well prepared for the next stage of their learning. Considering the low starting points of most, this represents good progress. In Years 1 and 2 pupils continue to make good progress. The current Year 2 have been set challenging targets which they appear well placed to meet or exceed. In 2007 standards in Year 6 rose and were above average in English. Unvalidated data for 2008 suggests that standards overall have continued to rise with good improvements in mathematics and science. Because of the school's clear focus on raising standards and the careful tracking of how well all pupils are doing, progress in Years 1 to 6 is improving and is now good. Those who have been at the school longest make the most progress. Pupils for whom English is not their first language make very good progress because they receive effective early support so that their individual learning needs are met well and their fluency in English improves. Pupils with learning difficulties are also well supported and make good progress.

Personal development and well-being

Grade: 1

Pupils have an excellent understanding of spiritual, social, moral and cultural issues and they are able to develop these further through the curriculum, assemblies and the warm, caring ethos of the school. Pupils from many backgrounds play and work together in harmony and appreciate each other's cultural heritage. They have an excellent understanding of healthy life styles and know that exercise and healthy food is good for them. They say they feel safe and free from bullying and harassment and they are confident that any poor behaviour is quickly dealt with. Pupils behave well in lessons and around the school. They have very positive attitudes to learning and relationships are excellent. Pupils thoroughly enjoy coming to school and as

one said 'I wish I could come on weekends!' The school council carry out their duties and represent their classes with great pride.

Attendance is average and the school is taking effective action to improve it further. However, too many pupils are arriving after the start of the school day which disrupts their own education and that of others. Pupils take part in a wide range of community activities and all classes enjoy the competitive mini-enterprise activities such as organising a stall at the school fete to raise funds. Pupils have visited a central London department store through the school's involvement in the Stratford City Project and have learned some of skills needed for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning enable pupils to make good progress. Teachers typically have high expectations and ensure a good pace of learning. While questions are generally used well to assess learning there is not always sufficient time allowed for pupils to reflect on their answers. Relationships are very good and because pupils feel confident and well supported they have positive attitudes to learning and are eager to participate and answer questions. Introductions to lessons are a strength and teachers take care to explain the objectives for learning clearly and check pupils' understanding regularly. Teaching assistants make a good contribution to pupils' learning and provide good support. Lessons are planned with great care and resources such as interactive whiteboards are used very well to make learning more exciting.

Curriculum and other activities

Grade: 2

The curriculum is imaginative and flexible and meets pupils' needs well. Statutory requirements are met so that good breadth and balance are maintained. There is particularly good provision for literacy. The programmes of study for teaching sounds and letters in Key Stage 1 and teaching writing in Key stage 2 have been very effective in promoting good progress in English. Provision for numeracy and information communication technology (ICT) are good and many pupils, even some of the youngest, are developing good skills and confidence in applying ICT in other subjects. The revised curriculum, based on the teaching of skills, is beginning to impact positively on standards and is motivating pupils well. Themed weeks with a focus on science, the arts, healthy living and mathematics enhance pupils' learning and make it fun. Opportunities for curriculum enrichment are many and varied including sports, arts and music clubs. These are thoroughly enjoyed by the many pupils who attend them.

Care, guidance and support

Grade: 2

High levels of commitment to pupils' enjoyment and achievement are demonstrated in the high quality care and pastoral support the school provides. All safe guarding requirements are met and appropriate procedures, including risk assessments, are in place. Pupils' safety and well-being are monitored and managed well. Inclusion is a strong feature of the school. The work of the inclusion manager and the learning mentor is effective in providing support for all pupils and their families including mid-year admissions and the most vulnerable. Most pupils make good progress and meet the challenging targets set by the school. There are some inconsistencies in the quality of marking and assessment in different subjects across the school. Marking is

effective in informing pupils about what they do well but is less effective in helping them to understand how to improve.

Leadership and management

Grade: 2

The headteacher and deputy headteacher provide committed and dedicated leadership. They have a very clear vision for school improvement, which is widely shared among governors, teachers and others who work in the school. Middle management is good and has contributed to rising standards through regular monitoring of pupils' work and lesson observations that result in useful feedback to teachers. School self-evaluation is detailed and frequent. However, it does not always link specific strategies sufficiently closely to measurable outcomes such as rising standards.

The governing body provides highly effective challenge and monitors the work of the school carefully, frequently and well. It has high expectations of itself and others. Induction arrangements for new governors are thorough and supportive.

The school has good links with the local community, including the business community. Good relationships within the school and close links with a similar school in Uganda enable the school to make a good contribution to community cohesion.

The school has good leadership whose actions have resulted in significant improvement. It has a good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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?	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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 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

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	1
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	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

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

20 October 2008

Dear Pupils

Inspection of Earlham Primary School, London, E7 9AW

Thank you all for being so helpful and friendly to the inspectors who recently visited your school. We had the chance to talk to quite a few of you and the things you told us have been very helpful in getting to know the school and writing the report. You told us you think Earlham is a good and improving school and we agree with you. Here are some of the things that make the school good.

- The headteacher and others who manage the school are doing a good job.
- The youngest children get a good start and make very good progress in learning to use English well.
- You told us you are proud of your school and we can see that in the pride everyone takes in making sure it is clean, bright and attractive.
- You behave well and make people, including those who join the school, feel very welcome.
- You have positive attitudes to learning and really enjoy your lessons.
- Teaching is good and lessons are very well planned.
- You make good progress, particularly in English, and standards across the school are rising.
- You have an outstanding attitude to being healthy and understand how to achieve this. (The Healthy Living Week provided very good evidence of this.)
- You all get along very well together and there is an excellent understanding of how other people live.

As well as identifying what is good about the school we are also making some suggestions to help it improve.

- We have asked the school to assess the effect of some of the different things it does on the standards you achieve.
- Some of the marking in your books is excellent. We would like all marking in all subjects to be as good as the best and to tell you how to improve your work.
- We are asking the school to work more closely with the elected school council so that they know their suggestions are being used to improve the school.

I hope you continue to enjoy your time at school. You can help the school by continuing to work hard, making sure your attendance is as close to 100% as possible and arriving in time for the start of every school day.

Yours sincerely

Robert Lovett

Her Majesty's Inspector