

Cyril Jackson Primary School

Inspection report

Unique Reference Number	100900
Local Authority	Tower Hamlets
Inspection number	335616
Inspection dates	3–4 March 2010
Reporting inspector	Martin Beale

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Sue Stollery
Headteacher	Gillian Kemp
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 28 lessons and observed all teachers at least once, and held meetings with staff, groups of pupils, and the chair of governors. They scrutinised the school's work, and looked at assessment information, pupils' books, records of pupils' progress and improvement plans. The team received and analysed 198 parental questionnaires, 194 responses to the Key Stage 2 pupil survey and 55 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teachers use 'talk' and other strategies to promote learning, particularly of pupils learning English as an additional language
- the impact of strategies to improve attendance
- how effectively the school supports the achievement and development of its more vulnerable pupils.

Information about the school

Most pupils are from minority ethnic backgrounds in this well-above-average-sized school. More than two thirds of the pupils are of Bangladeshi heritages and the majority speak English as an additional language. Free school meal eligibility is very high and more pupils than in most schools join or leave other than at the usual ages. The proportion of pupils with special educational needs and/or disabilities is broadly average and the number with a statement of special educational needs is well above average because the school has a 20-place provision for pupils with speech and language difficulties. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school operates on two sites, which are five minutes' walk apart. The school has received the Healthy School award and Investors in People status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Cyril Jackson Primary is a good school. It is being driven forward under the inspirational leadership of the headteacher and has developed some outstanding features to its work. A highly motivated staff team shares her vision of ensuring that every pupil can reach his or her potential. Expectations of everyone are high and there is an ethos in which all members of staff strive to become more effective in their work. Parents are delighted with the school and all that it does for their children. One parent summed it up well when responding to the inspection questionnaire by writing, 'Our school is like one big family.'

The youngest children have an interesting and rewarding time in the Nursery and Reception classes. It is here that they develop the good learning habits that stand them in good stead further up the school. From skill levels much lower than expected on entry, pupils make good progress so that attainment is broadly average by the time they leave at the end of Year 6. The pupils learn well in an atmosphere that breeds trust and confidence. Their behaviour is outstanding at all times. They are very considerate towards each other and help any newcomers to the school to make friends and settle in quickly. Their hard work and positive attitudes contribute to the great sense of purpose throughout the school. Pupils respond outstandingly well to the school's promotion of healthy eating and are keen to participate in the wide-ranging sporting activities made possible by outside coaches.

There are several key factors contributing to pupils' good achievement while at the school. These include:

- good, lively and interesting teaching that engages pupils in their learning
- teachers talking a great deal to the pupils to promote their speaking skills and stimulate their ideas, especially for writing
- the careful attention to basic skills, enriching learning experiences and exciting links between subjects
- the outstanding drive for improvement at all levels to improve teaching and leadership skills
- outstanding links with parents, carers and others
- outstanding care and support for pupils, especially the most vulnerable.

Very robust systems are in place for assessing how well pupils are doing and checking progress towards their challenging targets. This means carefully designed support programmes can be put in place quickly if any pupil is spotted falling behind. Nevertheless, inconsistencies remain in the way marking and other guidance helps pupils understand the steps needed to meet their individual targets.

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Attendance is average and improving rapidly because of the way the school has identified and attacked the problem. Systems including meetings between governors and families are quite new and still have to show they can sustain this improvement, and punctuality to school remains an issue for some pupils.

The promotion of equality of opportunity is outstanding and at the heart of all that the school does, so that gaps in performance between different groups are narrowing rapidly. The school knows itself well through incisive and good self-evaluation. Staff and governors are regularly involved in reviewing and evaluating the school's performance and setting short-term targets to provide impetus towards meeting its priorities.

Improvement plans are robust, progress towards targets regularly checked and priorities linked carefully to further staff training. Key areas for improvement identified at the last inspection such as achievement in mathematics have been tackled successfully. There is no complacency here, rather a pursuit of excellence. This gives the school outstanding capacity for further improvement.

What does the school need to do to improve further?

- Ensure a consistent approach to marking so that pupils know how to improve their work so that:
 - teachers provide a clear evaluation of pupils' strengths and the next important steps for their learning
 - pupils are more involved in setting their targets and assessing their progress and that of others
 - pupils are clear about their targets and receive clear written feedback on how to achieve them.
- Embed systems recently introduced to sustain improvements in attendance and work with parents to improve punctuality.

Outcomes for individuals and groups of pupils

2

Observations of lessons show that pupils work hard and with much enjoyment, as seen when Year 3 pupils composed descriptions of their imaginary dragons. They benefit considerably from working with others, particularly when discussing their ideas or trying to work out the answer to a question posed by their teacher. They apply themselves to tasks and persevere when they find the going hard. 'I like the way school encourages us until we can do something independently', was the thoughtful response from one pupil. Classrooms are calm because the pupils respond so well to their teachers' expectations for their behaviour.

The majority of pupils arrive at the school with limited English. They develop language skills quickly by being immersed in a 'language-rich' environment from the moment they arrive, including the recent 'talk for writing' initiative. Pupils who have special educational needs and/or disabilities, including those who have speech and communication difficulties, make good progress by the judicious balance between

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participation in lessons and withdrawal for specific focused activities. Vulnerable pupils also achieve well because of very effective support.

Pupils show respect for others and for cultural differences and are inquisitive and curious. They say they are happy in school because they trust their teachers and are confident that any concerns shared with adults will be quickly sorted out. Pupils feel safe and are very aware of how to cope with any risks they might face now and in the future. They contribute much to the life of the school and to the area, and they show great thoughtfulness when raising funds for charity. They have a considerable voice in the school and are starting to make more decisions about their learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are inspired to learn through teaching that is characterised by energy, enthusiasm, the creative use of resources and the creation of a wonderfully inviting learning environment. Teachers are skilled at making learning interesting, using their knowledge of the pupils to plan lessons that closely meet individual learning needs. Skilled and well-planned questioning is used to probe the pupils' thinking by requiring

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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detailed answers. This worked particularly well in a Year 5 lesson as the teacher moved between groups, challenging the pupils to think carefully about the vocabulary they used as they shared ideas about writing instructions. The daily dialogue between teachers and support staff ensures that additional help for specific pupils is carefully targeted. There is some effective marking, but pupils have few opportunities to assess their work or that of others. Furthermore, individual targets or the steps needed to reach the next level are not always shared with pupils.

Writing is developed in context such as when Year 6 pupils wrote scripts for a news bulletin about the appearance of Dracula in the local area. The renewed focus on developing reading is proving successful, including the input from the 'Learning Partners' provided by Barclays Capital. London is used well as a resource to extend the pupils' experiences further. The gifted and talented gain much from the links with local secondary schools and a visit to Cambridge University. Pupils have plenty of opportunities to practise their literacy and numeracy, but there is limited use of computer skills. Music and art make a major contribution to the pupils' cultural development.

Everyone works to ensure that there is a welcoming environment in which all pupils feel secure. Arrangements to help them settle into school, to transfer between classes and to move on to the next stage of their education are very sensitively handled and include close involvement with home. By carefully checking the progress of specific pupils and meeting frequently to discuss their progress, the school is able to target additional staff support to meet their individual needs. This is supplemented by other professionals who provide further expertise to help the school to support pupils with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders invest time and resources to develop teachers' skills and these are bringing the school great rewards as attainment is rising. Teachers are reflective of their practice and very keen to improve. Their professional development is closely matched to individual need and supported by working alongside experts in a particular area. The school can point to many examples where it has grown its staff from the inexperienced into very effective practitioners. Developing their leadership skills receives similarly careful attention, with good role models to mentor and support their progress.

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Governors are influential in planning the long-term direction of the school. They constantly seek the views of parents, building these into their planning. They set realistic but ambitious targets to drive improvement forward, but do not always monitor carefully the impact of their policies. Governors are closely involved in promoting better attendance, by interviewing families causing concern identified by the school's very rigorous monitoring of absence patterns.

Secure arrangements are in place for safeguarding the welfare of the pupils and ensuring that those working in school are properly vetted. Responsibilities are clear, so that the school provides a safe environment for all.

The way pupils of all backgrounds mix happily together is one indication of the school's success in ensuring that discrimination of any sort is not tolerated. Equal opportunities are very well promoted. There is a very strong partnership with parents, from before their children start in the Nursery or when they apply to join the school at a later stage. The recent parent/carer day was, 'A great opportunity to see and understand how children are taught', according to one parent. All of the staff team, but the leaders in particular, know the pupils and the circumstances of their families well and use this to target support or signpost them to suitable other agencies. The school has a clear understanding of the community and the context within which it works. It has used this to plan actions to help the community work together more cohesively, but the impact has not been fully evaluated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The children get off to a good start to their education in the Nursery and Reception classes. They are happy and secure because of the emphasis placed by all staff on their welfare and safety. Although children make good progress from their starting points in all areas of their learning, only a minority reach the goals expected nationally by the time they leave the Reception classes. Children become independent and show that they can work and play cooperatively. They demonstrate great care and consideration towards each other and a good awareness of how to stay safe. Children understand the routines of each class, and relationships with adults are trusting and constructive.

The key factors in the children's good progress are that:

- adults work well as a team, focusing sharply on meeting each child's needs
- the environment is stimulating, with many displays and dedicated areas to promote the acquisition of key skills
- there is a careful balance between activities led by adults and those developed by the children
- there is free flow between activities inside and out that engage the children in purposeful learning and provide them with a wide choice
- carefully planned induction arrangements, built on strong links with home, help the children to settle quickly
- assessment information is used well to guide activity planning and check on every child's progress
- committed leadership has improving the children's achievement at the heart of all that it does.

Self-evaluation is incisive so school leadership is able to identify precisely where improvements could be made to provision so that the children achieve even more. This has helped to identify that there could be more opportunities planned for developing the children's counting and problem-solving skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are very much in support of the school. They are unanimous in reporting that their children enjoy school. They are pleased with the progress their children are making, the quality of teaching, the information they receive about their child's progress and the way their children are helped to become safe. These are areas that are endorsed by the inspection team. A very small proportion felt that behaviour

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and the promotion of healthy lifestyles are not as good as they could be. However, inspectors found both of these aspects to be outstanding. A small proportion felt that the school does not take account of their suggestions and concerns and does not prepare pupils for the future. Inspectors found that the school prepares pupils well overall for their future economic well-being.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cyril Jackson Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 198 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	53	94	47	0	0	0	0
The school keeps my child safe	89	45	107	54	1	1	0	0
The school informs me about my child's progress	77	39	110	56	5	3	0	0
My child is making enough progress at this school	74	37	114	58	9	5	0	0
The teaching is good at this school	86	43	106	45	5	3	0	0
The school helps me to support my child's learning	73	37	115	58	8	4	0	0
The school helps my child to have a healthy lifestyle	61	31	123	62	11	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	32	107	54	15	8	2	1
The school meets my child's particular needs	62	31	119	60	11	6	0	0
The school deals effectively with unacceptable behaviour	65	33	112	57	14	7	2	1
The school takes account of my suggestions and concerns	55	28	118	60	12	6	3	2
The school is led and managed effectively	67	34	108	55	9	5	2	1
Overall, I am happy with my child's experience at this school	83	42	106	54	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 March 2010

Dear Pupils

Inspection of Cyril Jackson Primary School, London E14 8HH

Thank you all very much for your friendliness and help when we visited your school recently. We agree with you that Cyril Jackson Primary is a good school. It has formed very close links with home and brings in other people so that it can provide more activities for you such as in sport. We were pleased to see how much you enjoy school and we agree with you that your teachers take excellent care of you. You also take very good care of each other, particularly when someone arrives during the year. Your behaviour is outstanding. Those of you who have special jobs, like members of the school council, carry out your duties responsibly. You keep yourselves fit and healthy, by eating a balanced diet and taking regular exercise.

Thank you for sharing your views with us. You are making good progress during your time in school, learning the skills you need for the future and becoming mature and responsible people. This is because you are taught well and have very interesting things to learn. You clearly enjoy the wide range of exciting activities provided for you, including the topics you study.

Everyone is trying hard amazingly well to make the school even better. The two things we have asked the teachers and other adults to do are:

- help you to learn better through more effective marking and giving you more help to reach your individual targets
- continue the recent focus on reducing absence and encourage you to be more punctual to school.

We are sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to take such great pride in your school and continuing to be so enthusiastic about learning.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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