

# Cambell Infants' School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 101186               |
| <b>Local Authority</b>         | Barking and Dagenham |
| <b>Inspection number</b>       | 335670               |
| <b>Inspection dates</b>        | 2–3 March 2010       |
| <b>Reporting inspector</b>     | Peter Sudworth       |

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>                      | Infant   |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3–7  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 371  |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Mr R Wake  |
| <b>Headteacher</b>                         | Mrs K Thomas                                     |
| <b>Date of previous school inspection</b>  | 28 February 2007                                 |
| <b>School address</b>                      | Langley Crescent<br>Dagenham<br>Essex<br>RM9 6TD |
| <b>Telephone number</b>                    | 020 82704602                                     |
| <b>Fax number</b>                          | 020 82704603                                     |
| <b>Email address</b>                       | office@cambell-i.bardaglea.org.uk                |

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|--------------------------|----------------|
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent two-fifths of the time looking at learning, visited 20 lessons, and 12 teachers were seen. They held meetings with various members of staff, including the headteacher and deputy headteacher, the Early Years Foundation Stage leader, the head of the Primary Centre, a governor and a group of pupils. Inspectors looked at a range of documentation, including that relating to safeguarding, curriculum organisation and information to track pupils' progress. They also looked at samples of pupils' work. Staff questionnaires and 82 parent questionnaire responses were analysed.

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

- evidence on whether achievement in reading had risen after a recent fall in results
- provision in information and communication technology (ICT), and pupils' progress in this area
- the school's efforts to improve attendance
- the use of assessment in planning work
- the governing body's attention to community cohesion.

## Information about the school

This is a larger than average infant school with 12 classes, including the two part-time Nursery classes. Additionally, the school has responsibility for a Primary Centre which caters for pupils, principally in Key Stage 2, who have emotional difficulties. This is on the same site in a different building. The children begin the Nursery in the September following their third birthday depending on available places, and transfer to the Reception classes in the September before their fifth birthday. The proportion of pupils entitled to free school meals is around the national average. The percentage of pupils with special education needs and/or disabilities is below the national average. These pupils mainly have learning difficulties. About two-fifths of the pupils are from minority ethnic groups, which is higher than usually found. The proportion of pupils who speak English as an additional language is broadly in line with the national average. The school was devastated by a fire in the spring of 2009. It had to use other premises including some of the junior school classrooms while the school was refurbished. It returned to the refurbished school in January 2010. A new deputy headteacher commenced in September 2009 and is being initiated by the outgoing deputy headteacher.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school provides a satisfactory education for its pupils. It is an improving school reflected in rising attainment by the end of Year 2 but aspects of writing, such as handwriting and presentation, are weaker because staff do not set high enough expectations. It has determinedly provided for the pupils following the disastrous fire. The headteacher and recently appointed deputy headteacher work well together. They have a clear focus on further improvement. The increased rigour in reviewing pupils' progress and taking action to improve it are clearly apparent in the school's tracking systems.

The overwhelming majority of parents are happy with the education provided. As one parent wrote, 'My son comes home every night full of enthusiasm and is constantly referring to words around him that he has learned that week. He really enjoys being at school.' Pupils themselves confirm their enjoyment of school. They show a good appreciation of healthy lifestyles, joining in physical education activities enthusiastically. They feel safe in school because the pupils are kind to one another and they feel that they can talk to an adult if they have a problem. The staff add to their confidence by taking good care of the pupils. The pupils contribute well to the school community by undertaking duties. They have been active in the local community persuading local shopkeepers to put up their posters about keeping the environment tidy and clean.

The pupils achieve satisfactorily but they do not have enough opportunities to develop their skills in ICT, both in the subject itself and in different subjects. There has, until recently, been an inadequate number of computers for the pupils' use and there is no record of the pupils' progress in ICT. Children in the Early Years Foundation Stage make satisfactory progress but there is scope for improvement, especially in their early reading and writing skills. Early Years Foundation Stage staff do not always use assessment effectively enough to accelerate the progress of the children, especially those who are more able.

Attendance has been a recurring issue for the school because some parents have not been sending their children to school regularly enough and their children's progress has suffered. The school and local authority have rightly taken strong action to combat this. This is resulting in improvement. However, it still remains below the national average.

While some teaching is good, the quality of teaching is satisfactory overall. The teachers do not always use assessment well enough to match the work to pupils' needs, especially in challenging able pupils. The school has a sound overview of its strengths and weaknesses through self-evaluation and therefore has satisfactory capacity for improvement.

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## What does the school need to do to improve further?

- Increase the children's rates of progress in the Early Years Foundation Stage by:
  - using assessment more effectively to plan learning for the children's next steps, especially for more able children
  - helping the children to make better progress in reading and writing.
- Improve the opportunities for children in ICT so that they develop skills appropriate for their age by:
  - making swift use of the recently expanded resources
  - planning a programme of activities that develop their computer skills
  - providing increased opportunities for pupils to use computers in different subjects
  - keeping records of their developing skills and building on these.
- Use assessment more effectively to plan work that matches pupils' needs more precisely, especially for the most able pupils.
- Improve rates of attendance by continuing to work with the local authority and fulfilling the current plan to improve attendance.

## Outcomes for individuals and groups of pupils

**3**

The pupils make satisfactory progress and their attainment is broadly average overall, although there are significant differences between aspects of their work. They often make good progress in reading and mathematics. A recent fall in reading attainment is clearly being rectified. Writing is much more variable in quality; letter formation and handwriting are weaker aspects. Pupils currently are not progressing as well in writing as in reading and mathematics, although girls do better than the boys. Pupils' attainment in ICT is below expectations. The school has not had enough equipment to enable the pupils to practise and develop their skills, in part due to the recent fire. Black or Black British African pupils often achieve well and more highly than White British pupils, a small minority of whom underachieve. Able pupils do not always reach their full potential. Those with special educational needs and/or disabilities make satisfactory progress. Pupils at the Primary Centre make satisfactory progress overall and good progress in their emotional development. Pupils make best progress in Year 2 and this is linked to teaching quality.

Pupils' behaviour is good. They show positive attitudes to learning in lessons. They cooperate well with one another, for example in paired and group work. Pupils have a good understanding of why they should lead healthy lives and know the dangers of smoking and the consequences of drug abuse. They have a good understanding of healthy and unhealthy foods. Pupils play an active part in both the school and local communities. School councillors take their responsibilities very seriously and give other pupils a voice. They have contributed ideas to the playground provision and, as a result, pupils have lots to keep themselves active at playtimes. Others have general school

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responsibilities which help to give them a sense of pride in the school's organisation. These duties contribute to good social and moral development. Spiritual and cultural development is satisfactory. Attendance is unsatisfactory despite recent improvements. Pupils are soundly prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

### How effective is the provision?

All staff, including those in the Primary Centre, have good relationships with pupils and manage them well, which supports a good atmosphere for learning. They revise previous learning well and share the learning intentions effectively. Good use is made of resources. In a good lesson in the Primary Centre, effective use was made of notes and coins to show how the pupils could take one amount from another using exchange of notes for coins. Teachers make good use of equipment to present their lessons visually which supports pupils' concentration and understanding. However, the introduction to lessons is sometimes too long, leaving pupils insufficient time for activities. Activities themselves are not always planned precisely enough for the different abilities in the class. Marking is satisfactory. It is up to date, but occasionally inaccurate. Its quality is

<sup>1</sup> 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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variable in helping pupils to improve. Pupils are sometimes untidy in the presentation of their work.

The curriculum is developing as the school seeks to make it more interesting for the pupils. Good attention is given to the basic skills, although the provision for ICT is unsatisfactory. Physical education is used well to promote pupils' healthy lifestyles including after-school activities. Good links with a local sports secondary school promote this aspect further. Satisfactory use is made of literacy in different subjects but mathematics is not applied as well. Good provision is made for pupils' personal, social and health education promoting their good social and moral development and understanding of safe living. Visitors make a good contribution to learning. Pupils learn about animals and birds which are brought in and they make careful drawings of them. A specialist dance teacher supports physical education well. Special weeks, such as recycling week, are used effectively to promote green issues. The curriculum in the Primary Centre appropriately balances the need for academic work with the need to cater for the pupils' emotional needs.

The school gives good attention to child protection. Vulnerable pupils are well supported, including in the Primary Centre; for example they can attend a special nurture lunchtime club. Links with other professional agencies are good. Regular health and safety audits are conducted and there are good risk assessments for school activities. The school and the Primary Centre provide a welcoming and caring environment for all pupils and ensure that pupils know how to conduct themselves safely, to live healthily and to have concern for others.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The headteacher and deputy headteacher work well together and there has been good attention to planning for succession at this level to maintain momentum. They liaise well with the Primary Centre whose leader is a member of the senior leadership team. Links with parents are friendly and supportive and there are effective lines of communication. The school regularly asks parents for their views. Middle leaders are developing in their role and are keen to improve their effectiveness. Their intent is clearly evidenced in their current course attendance. They monitor using a range of techniques but recognise the need to be further skilled in analysing teaching and learning at first hand. The school development plan contains the correct priorities for the school's current stage of

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development. However, some of the school's own judgements of its provision are too optimistic at this point in time despite improving attainment in some areas and greater rigour in tracking pupils' progress. Overall, the leadership is working adequately to communicate ambition to staff and bring about further improvement.

The governing body has a sound understanding of the school's strengths and its areas for improvement. Governors are supportive of the school but do not yet challenge the school well enough to hold it to account. There is no governor with a direct link to the Primary Centre. Provision for community cohesion is satisfactory. The school recognises that it needs to help pupils appreciate and value difference in cultures in the United Kingdom and worldwide.

Safeguarding arrangements are very secure because all matters are carefully considered for the pupils' well-being and training for staff is regular. The school provides satisfactory provision for equal opportunities but able pupils are not always challenged well enough.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## **Early Years Foundation Stage**

The Early Years Foundation Stage is satisfactory but improving. The school has traditionally not assessed and summarised the children's competence on entry except in personal and social education and language; these are generally below typical expectations. Both leadership and teaching are satisfactory with some good features and the children mostly make the expected progress. While the children broadly reach the expectations in several areas of their learning by the end of Reception, their



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communication, language and literacy skills are still below average. They make good progress in their personal and social development. Children generally behave well, working together harmoniously, and demonstrate independence in their choice of activities. Children respond with enjoyment to the learning environment where they engage in a good balance of self-chosen activities and those led by the teachers. Outdoor play provides valuable opportunities for children to learn at their own pace in different areas of learning. Satisfactory use is made of the assessments but the staff recognise the need to bring on able children more quickly and to make better use of assessments to plan next steps in learning for different children. The staff work together well as a team and provide a secure environment. They take robust steps to safeguard children.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

**Views of parents and carers**

Parents are very supportive of the school. They are unanimously in agreement that they are happy with their children's experiences of school. They are pleased with their children's progress. The inspection team judges progress to be satisfactory because there is as yet some inconsistency in progress across the school and between aspects of work. A few parents feel that behaviour is not dealt with well. There is no evidence for this. The pupils behave well and any incidents are managed effectively. A few parents feel that their suggestions are not taken into account. The school has a suggestions box and surveys parents' views regularly, acting appropriately on the comments and suggestions made.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cambell Infant 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 12 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 47             | 57 | 35    | 43 | 0        | 0  | 0                 | 0 |
| The school keeps my child safe  | 36             | 44 | 44    | 54 | 1        | 1  | 0                 | 0 |
| The school informs me about my child's progress   | 30             | 37 | 47    | 57 | 5        | 6  | 0                 | 0 |
| My child is making enough progress at this school   | 28             | 34 | 54    | 66 | 0        | 0  | 0                 | 0 |
| The teaching is good at this school   | 27             | 33 | 53    | 65 | 0        | 0  | 0                 | 0 |
| The school helps me to support my child's learning  | 25             | 30 | 50    | 61 | 5        | 6  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 25             | 30 | 49    | 60 | 6        | 7  | 0                 | 0 |
| 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) | 15             | 18 | 54    | 66 | 4        | 5  | 0                 | 0 |
| The school meets my child's particular needs  | 23             | 28 | 52    | 63 | 2        | 2  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 19             | 23 | 52    | 63 | 9        | 11 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 18             | 22 | 50    | 61 | 9        | 11 | 0                 | 0 |
| The school is led and managed effectively   | 31             | 38 | 42    | 51 | 4        | 5  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 35             | 43 | 46    | 56 | 0        | 0  | 0                 | 0 |

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.**



4 March 2010

Dear Pupils

Inspection of Cambell Infants' School, Dagenham, RM9 6TD

Thank you for your warm welcome when we visited your school. We were delighted to meet you to see what you do. Thank you for sharing your work with us and talking to us about your school. We found that it provides a satisfactory education for you. We were very pleased to learn about your interest in recycling and the way you take care of the school and local environment through your litter project. You clearly enjoy school. The staff take good care of you.

We have asked the school to consider four things to improve the school further.

- To improve the progress of the children in the Nursery and Reception classes.
- To give you more opportunities to work with computers.
- To make better use of the records that the teachers keep of your work to plan the next work that they give you.
- To improve attendance because some children do not come to school often enough and they then do not do well in their work.

You can help in these improvements by coming to school every day so that you do not miss important work.

Thank you once again for your help when we visited. We wish you well in the future and we hope that you will work as hard as you can at all times.

Yours sincerely

Peter Sudworth

Lead inspector

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