

Kaizen Primary School

Inspection report

Unique Reference Number	132813
Local Authority	Newham
Inspection number	341348
Inspection dates	9–10 June 2010
Reporting inspector	Linda Pickles

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	388
Appropriate authority	The governing body
Chair	Iain MacDonald
Headteacher	Mitch Karunaratne and Rebekah Iiyambo
Date of previous school inspection	10 June 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 22 lessons and observed 15 class teachers at least once. They held meetings with governors, staff and groups of pupils. The inspection team did not meet with parents and carers. Inspectors observed the school's work and looked at various papers, including development plans, records of the school's monitoring of provision, safeguarding documentation and 105 questionnaires completed by parents and carers. They also looked at questionnaires from 109 pupils in Years 3 to 6, and from 32 staff.

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

- pupils' attainment and their progress, particularly for more able pupils and those with special educational needs and/or disabilities
- the quality of teaching to determine if it is sufficiently challenging
- the extent to which the curriculum and care, guidance and support meet the needs of all pupils, including those identified as vulnerable
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvement based on accurate self-evaluation.

Information about the school

The school is above average in size. It was newly opened in September 2003 and is led by two co-headteachers. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. A small minority are at the early stages of learning English. The largest groups of pupils are those from White British and Black African backgrounds. The percentage of pupils who have special educational needs and/or disabilities is above average, and their needs predominantly relate to behavioural, emotional and social difficulties. The proportion of pupils who enter and leave the school part way through their primary school education is well above that found nationally. The school provides after-school child care which is managed by the governing body. The school has awards for promoting healthy living and Artsmark Gold.

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

2

Main findings

Kaizen Primary is a good school where pupils from many different cultural backgrounds work and play together well because of the school's good promotion of community cohesion. Parents and carers appreciate the school's work, particularly the outstanding care, guidance and support provided for pupils and their families. This makes a significant contribution to pupils' good achievement, particularly for pupils whose circumstances have made them vulnerable. A typical parental view is, 'Both my children, although they have very different learning and emotional needs, are extremely happy and fulfilled at school and always enjoy every opportunity offered by this wonderful school.' Pupils enjoy school and this is shown by their good behaviour and improved attendance. As one pupil said, 'They make our learning fun.' Pupils feel safe in school as a result of safeguarding procedures which are outstanding and pervade all aspects of school life.

Children enter the school with skills and understanding well below those expected for their age and make good progress in the Early Years Foundation Stage. They make good progress through the school to reach average levels of attainment by the end of Year 6. Most pupils with special educational needs and/or disabilities make good progress, but the progress of a small minority is limited by the under developed use of assessment information. Progress in reading is good across the school. The school has been successful in improving attainment and accelerating progress in writing and mathematics, but this is not yet consistent across all year groups. Pupils, including the more able, achieve well because the overall quality of teaching is good. Some teachers, however, do not make enough use of assessment information to plan activities that accurately match pupils' different levels of ability or check how well pupils understand their learning during lessons.

Assessment of pupils' learning is rigorous and makes a significant contribution to their sustained good progress. Teachers regularly mark books. However, the extent to which pupils are given information about how to improve their work further and are involved in assessing their own learning is variable. The good curriculum motivates and engages pupils because it is imaginative, has clear links across subjects, and reflects pupils' interests and varied cultural backgrounds.

The purposeful leadership of the co-headteachers provides clear direction and high expectations for all members of the school community. The school has successfully addressed the issues arising from the last inspection, having improved achievement and all aspects of provision. Senior leaders make good use of monitoring activities to identify development priorities and the co-headteachers have been successful in ensuring the quality of teaching has remained good following the appointment of new staff, as the

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school population increases. The school has an accurate view of its strengths and weaknesses and governors now provide good challenge in holding the school to account. This demonstrates that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Accelerate progress and raise attainment through improving the proportion of good and better teaching by:
 - using assessment information to plan work which more closely matches the ability levels of pupils, particularly those with special educational needs and/or disabilities
 - checking pupils' understanding during lessons by providing more opportunities for them to show what they have learnt.
- Improve the quality of marking by:
 - sharing existing good practice in the school
 - ensuring marking makes clear to pupils what they need to do to improve their work
 - providing pupils with more opportunities to assess their own learning.

Outcomes for individuals and groups of pupils

2

Pupils enjoy lessons and show positive attitudes towards their learning. The quality of learning observed in lessons was good overall, and attainment in upper Key Stage 2 was average. In all lessons observed, pupils cooperated well and responded enthusiastically when given the opportunity to share their ideas. In an outstanding Year 6 English lesson, pupils made excellent progress when editing and redrafting writing for their diaries. Pupils, working independently in small groups, were engaged and motivated because they had a clear understanding of what they had to do to improve their work and were directly involved in checking their progress against clear assessment targets. Pupils with special educational needs and/or disabilities achieve well because they are given good support both in and out of lessons by additional adults. In lessons where progress was slower, activities did not match pupils' different abilities closely enough and pupils had limited opportunities to show what they had learnt during the lesson. Pupils are not always clear about what they need to do to improve their work further and the extent to which they are involved in assessing their own learning is inconsistent. There is no significant variation in the outcomes for pupils from different groups and the school has been successful in improving the attainment at the higher levels for more able pupils since the last inspection.

Pupils behave well in lessons and around school. They say they feel safe and are confident that adults will sort out any problems they may have. Pupils have a good understanding of how to keep themselves safe, particularly outside school and when using information and communication technology (ICT). Pupils speak enthusiastically

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about the range of sporting activities they take part in, both during and outside the school day, and take-up of lunchtime sporting activities on the playground is high. They have an excellent understanding of how exercise and healthy food contribute to their health and well-being. Pupils are kind and considerate towards each other and adults around school because of their good spiritual, moral, social and cultural development. Pupils are proud of the good contribution they make to the school through the school council, the Kaizen Voice school newspaper, and as monitors and peer mediators. Their contribution to the wider community includes gardening for elderly residents and repopulating the fish stocks in the local river. Pupils recognise the importance of helping other less fortunate than themselves and, as well as raising money for local and international charities, they have created speaking books for World Orphan Week. The extent to which pupils develop workplace skills, together with their average attendance, prepares them adequately for the next stage of their education.

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	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching and learning is good because teachers know their pupils

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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well and plan activities which engage and interest them. Relationships between adults and pupils are positive. Teachers have high expectations of what pupils can achieve and use good strategies to manage behaviour. Planning is usually based on assessment information and teachers make effective use of interactive technology to motivate pupils and enhance learning in lessons. In the best lessons teachers plan activities which are well matched to pupils' different ability levels and use skilful questioning to actively involve all pupils and assess their understanding. Where the pace of learning is slower, work is not matched closely enough to different ability levels, particularly for pupils with special educational needs and/or disabilities. In a minority of lessons too much teacher talk limits pupils' opportunities to be actively involved in showing what they have understood and, as a result, pupils make satisfactory rather than good progress. Marking is regular and teachers use it well to encourage pupils. However, the extent to which pupils are given guidance through marking about how to improve their work further, and are involved in assessing their own progress, is variable across subjects. Excellent levels of care and support and close collaboration between teachers and adults make an outstanding contribution to pupils' progress and well-being. The school's exceptionally strong links with external agencies ensure the welfare needs of all pupils and their families are met. Systems for monitoring attendance are rigorous and have been successful in improving attendance and reducing the proportion of pupils who are persistently absent. Parents have a range of opportunities to be involved in their child's learning through workshops organised by the school, and links with new parents who are unfamiliar with the education system are well established. Transition arrangements are well organised, particularly the Early Riser programme, which introduces pupils to their new classes for an extended period of time in the summer term and promotes smooth transition and sustained good progress. Childcare managed by the governing body provides good quality care and meets health and safety requirements in line with the school.

The curriculum is well adapted and engages pupils because it reflects their backgrounds and experiences. Clear links are made between subjects through the units of enquiry and pupils have good opportunities to use ICT across the curriculum to promote their acquisition of basic skills. Themed events, including a cook-a-thon, Roman day and workshops with the London Symphony Orchestra, extend pupils' experiences and promote their good levels of enjoyment. A wide range of extra-curricular clubs, including non-contact boxing and Bollywood dance, as well as residential visits and trips, enhance curricular provision and uptake is high.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>2</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>2</p>

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The co-headteachers, ably supported by the senior leadership team, have ambitious expectations and high aspirations for pupils. Staff are highly motivated and committed to the drive for continuous improvement. All aspects of the school's provision, particularly pupils' progress, are closely monitored by senior leaders to identify areas of weakness and plan for improvement. Middle leaders monitor outcomes and provision and are developing their monitoring role to improve the quality of teaching. The school is closely monitoring the impact of its actions to improve attainment and progress in writing and mathematics. The school's inclusive ethos is securely focused on promoting equality of opportunity amongst all groups of pupils and tackling discrimination to ensure all pupils make good progress.

Governors now provide good challenge. They are influential in determining the direction of the school and holding it to account for its performance. Staff and governors have a comprehensive understanding of safeguarding issues, which are evident in all aspects of their work and the school's procedures are used as a model of good practice. The school has positive relationships with parents and carers and is innovative in its strategies to encourage families to visit school and be involved in their child's learning. A good example of this was the consultation morning held on the playground as well as weekly classroom visits. The school works highly effectively with a range of partners and this makes a significant contribution to the good achievement and well-being of pupils, particularly the most vulnerable. The school sets challenging targets and recognises that the pupils will need to continue to make good progress in order to reach them. The school promotes community cohesion well and has international links with a school in the United States, as well as newly established links with a school in a contrasting context in the United Kingdom. The school's success in this aspect makes a significant contribution to the harmonious relationships that exist both within school and the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Children make good progress from their starting points, in Nursery and Reception, which are usually well below those expected for their age, particularly in social and emotional, language and mathematical development. The proportion of children reaching a good level of development by the end of the Early Years Foundation Stage is increasing, although attainment is lower than typical age-related expectations when children enter Year 1. The school has been successful in improving children's progress in reading through the systematic teaching of letters and sounds, and children make particularly good progress in their social and emotional development because their learning and welfare requirements are well met. Children with special educational needs and/or disabilities and those who join the school at the early stages of learning English make good progress from their starting points.

Children behave well and develop good levels of independence because they are allowed to make their own choices and are well supported and encouraged in their learning by adults. Some opportunities, however, for adults to extend children's speaking skills through questioning and modelling of language are missed. The high- quality indoor environments provide varied and exciting activities, which promote all areas of development and provide good opportunities for children to use ICT. The school has accurately identified that the outdoor learning environment is currently under developed and is taking action to provide more activities which promote creative development. The leadership of the Early Years Foundation Stage provides clear direction and uses the outcomes of monitoring to plan for improvement. Outcomes of observations are used to plan activities which reflect children's interests and promote their good achievement. Children's safety and welfare are promoted well through high levels of supervision and the school has good relationships with parents and carers so transition arrangements are smooth and children settle quickly.

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

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Views of parents and carers

From the returned questionnaires it is clear that the school enjoys the confidence and support of most parents and carers, who are happy with their child's experience at the school and agree that it keeps them safe. A small minority noted concerns about the extent to which the school deals effectively with unacceptable behaviour and takes account of their suggestions. These concerns were shared with the co-headteachers. During the inspection pupils behaved well and the inspectors found that the school provides a range of opportunities for parents and carers to communicate their concerns and suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kaizen 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 388 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	59	40	37	4	4	0	0
The school keeps my child safe	47	43	56	51	5	5	0	0
The school informs me about my child's progress	39	36	54	50	13	12	2	2
My child is making enough progress at this school	40	37	51	47	11	10	1	1
The teaching is good at this school	42	39	54	50	8	7	3	3
The school helps me to support my child's learning	35	32	58	53	13	12	2	2
The school helps my child to have a healthy lifestyle	47	43	57	52	3	3	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)	34	31	51	47	8	7	2	2
The school meets my child's particular needs	26	24	63	58	10	9	0	0
The school deals effectively with unacceptable behaviour	25	23	60	55	9	8	8	7
The school takes account of my suggestions and concerns	29	27	52	48	16	15	6	6
The school is led and managed effectively	39	36	51	47	8	7	4	4
Overall, I am happy with my child's experience at this school	43	39	53	49	9	8	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupil's 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.



11 June 2010

Dear Pupils

Inspection of Kaizen Primary School, London E13 8LH

This letter is to thank you for welcoming the inspection team when we visited your school recently and to tell you what we found out. We really enjoyed having the opportunity to talk to you and listening to your views about the school. You told us that you enjoy school and feel safe. We found that Kaizen is a good school.

These are things we think are good about your school.

- You behave well and have an excellent understanding of the importance of a healthy lifestyle.
- Pupils from lots of different backgrounds get on well with each other and enjoy working and playing together.
- Your teachers and other adults in school take excellent care of you and keep you very safe.
- Teaching is good and helps you make good progress in your learning.
- The governors help the headteachers and staff to make sure you do well.

To help the school become even better, this is what we have asked the headteachers to do.

- Make sure that pupils who need a bit more help with their learning make as much progress as they can.
- Make sure that teachers check how well you are learning in lessons.
- Give you more information about how to make your work even better.
- Involve you more in finding out how well you are doing.

Yours sincerely

Linda Pickles

Lead Inspector

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