

# Carpenters Primary School

## Inspection report

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<b>Unique Reference Number</b>	102712
<b>Local Authority</b>	Newham
<b>Inspection number</b>	355244
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	391
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Barber
<b>Headteacher</b>	Sheryll Alexander
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Friendship Way London E15 2JQ
<b>Telephone number</b>	020 85344759
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## Introduction

This inspection was carried out by four additional inspectors. They visited 26 lessons seeing 17 teachers at least once, and held meetings with staff, groups of pupils and the chair and vice-chair of the governing body. Informal discussions were also held with parents as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. The team analysed 226 parental questionnaires, 113 responses to the pupil survey and 18 responses to the staff questionnaire.

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

- The impact of action being taken by the school to improve teaching.
- How well teachers meet the needs of all pupils in their classes, including providing greater challenge for the more able.
- How effectively the school supports the learning and progress of pupils with special educational needs and/or disabilities.

## Information about the school

Most pupils are from a wide variety of minority ethnic backgrounds in this well-above-average-sized primary school adjacent to the Olympic Park. More than three quarters are from homes where English is spoken as an additional language. The proportion of pupils known to be eligible for free school meals is well above average and considerably more pupils than in most schools join or leave other than at the usual times. The proportion of pupils with special educational needs and/or disabilities is broadly average. Their needs are mostly associated with learning difficulties related to literacy and to speech and language, although a small number have been identified as on the autistic disorder spectrum. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has received the International School Award and achieved Healthy Schools 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**

**2**

## Main findings

Carpenters Primary has become a good school. It has improved significantly since its last inspection and has developed some significant strengths. This is a consequence of strong leadership from the headteacher and senior staff, supported by increasingly effective governors.

Parents are very much in support of all that the school is trying to do for their children and value the partnership forged between school and home. They are confident that their children are cared for well. The outstanding provision for the pupils' care, guidance and support is based on rigorously identifying each pupil's learning and language needs and taking targeted action to support their academic and personal development. This is particularly effective in helping new arrivals to the school to settle quickly and achieve well. It also accounts in part for the good progress made by pupils with special educational needs and/or disabilities. Targets are challenging and each pupil's progress towards them is carefully checked and action taken if they start to fall behind.

Arrangements for safeguarding the pupils are outstanding, and almost all parents say the school keeps their children safe. Everything possible is done to ensure that pupils are fully briefed about how to stay safe. As a result, they say how safe and secure they feel in school. Pupils conduct themselves with purpose and show respect for one another and for cultural differences. They get on well together and collaborate effectively in group activities and lessons. Their considerate behaviour adds greatly to the happy atmosphere in school.

Children make good progress in the Nursery and Reception classes. There are some outstanding features in the Early Years Foundation Stage, particularly the way learning in the Nursery is promoted seamlessly between the indoor and outside classrooms. This good progress continues across the rest of the school, although a small minority of pupils do not reach national expectations by the end of Year 6.

This good achievement is based on two key factors. First, teaching is good and at times outstanding. The best teaching fully engages the pupils in their learning. Resources are used imaginatively, support is well deployed and methods are adopted that promote each individual's learning. However, not all teaching is of this quality in spite of the relentless drive for improvement based on identifying how well each teacher can be supported towards better performance. Second, the interesting curriculum is well organised and carefully planned to meet the needs of all pupils. Experiences are extended and enriched in many ways through strong partnerships with others, including schools abroad as recognised by the International School Award, and educational visits and visitors to the school, such as the former Olympians who left a lasting memory for

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pupils and staff alike.

Incisive planning is based on clear priorities for improvement which are identified through rigorous monitoring procedures. The school is good at focusing on the performance of individual pupils and teachers, but self-evaluation does not always identify accurately what the information is saying about the performance of the school as a whole. The school's recent record, coupled with the continual drive to become even better, gives it good capacity for further improvement.

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

- Accelerate pupils' learning and bring the quality of teaching more consistently up to that of the best by:
  - using more effective questioning techniques
  - providing greater challenge for the more able.
- Refine systems of self-evaluation so that they give a clearer picture of the school's overall performance and how its actions are securing improvement.

## Outcomes for individuals and groups of pupils

**2**

The skills and understanding of the pupils on entry to the school are well below that expected for their age. A majority has limited English and many are unable to speak more than a few words, follow instructions or answer simple questions with meaning. Furthermore, a high proportion of those pupils who join towards the end of Key Stage 2 who have limited English are not at the school for long enough to enable them to reach nationally expected levels by the end of Year 6. Nevertheless, by being immersed in an environment rich in language and talk from the moment they arrive, their progress in learning English is good. In spite of the pupils' good, and improving, progress, Year 6 test results have been significantly below average in recent years. However, several pupils make outstanding progress and exceed the challenging targets set for them by the school.

Pupils are keen to learn and to do well. They generally rise to their teacher's expectations by trying hard and persevering even when they find the work difficult. These attitudes to learning were evident in a mixed Year 5/6 mathematics lesson as the pupils extended their understanding of number sequences. In this lesson, as in many others, the pupils enjoyed the activities and showed great enthusiasm when discussing their ideas with a partner. Pupils readily apply their information and communication technology (ICT) skills to support their learning across a wide range of subjects, such as when Year 4 pupils used a spreadsheet to help them to present data they had been collecting on rainfall.

Pupils are open and friendly and feel confident that they can approach an adult should there be a problem. They make a valuable contribution in school, playing a major part in helping newcomers to make friends and settle in quickly and acting as mediators to solve problems when they arise. Their understanding of the world develops well,

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including through the links forged with schools abroad. The school's location, close to the Olympic Park, broadens their horizons while they see at first hand the facilities taking shape. They are proud of their contribution to the life of the school and the wider community. Pupils have a good understanding how to stay fit and healthy as shown by their appreciation of the nutritious school meals and their keen participation in sports competitions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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
<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: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The most effective lessons involved the pupils at every stage in their learning through skilled questioning, the creative use of new technology and by making sure they understood how to achieve success. This moved their learning forward at a pace. This was very evident in a Year 4 literacy lesson where the pupils rose to the teacher's engaging style and high expectations. The teacher was very aware of each pupil's abilities and used this to challenge their thinking through targeted questions, while expecting detailed answers and explanations from the pupils. Not all teachers challenge the more able as well as in this lesson, and there are times when they do not use

<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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questions with skill to engage and draw out ideas from the pupils. Teachers' marking helps pupils identify what they can do to improve and they have regular opportunities to assess their own progress.

Basic skills are promoted well including through the thematic approach to topics such as in the work on rainforests, with pupils' ideas being taken into account during planning. Experiences for all are broadened through a wide range of choices available to the pupils through the school's extended provision. Links with other schools extend opportunities in sport, and 'Music Academy' staff and poets come to school to add their expertise.

Pupils with learning difficulties related to literacy are generally supported well because their needs are identified early, although programmes in the lower part of the school are not always effective in moving them forward rapidly. Pupils with more acute needs make good progress towards their personal targets because they receive carefully-tailored support, often enhanced when the school pulls in the expertise of outside agencies. Arrangements for when pupils enter the school at whatever stage, when they move between classes and finally in preparation for their movement on to secondary school are very sensitively handled and aid their smooth transfer.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher provides drive and direction to the school based on seeking to reduce any barriers that might impede the pupils' learning and personal development. She has assembled a strong staff team who are keen to reflect on their performance and seek ways to improve. Others with leadership responsibilities have clear roles and make a valuable contribution to securing improvements in their areas. Nevertheless, leaders are better at analysing the progress made by individuals than putting the information together to evaluate what this is saying about the overall performance of the school. A strong team of governors has come together who are rigorous in holding the school to account and fully involved in planning for the school's improvement.

The partnership between school and home is strong and productive. One consequence is that attendance has improved, although some parents continue to take extended holidays during term time. This close partnership is central to the work in supporting pupils with special educational needs and/or disabilities. It enables parents to work in concert with the school in addressing individual targets.

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The way pupils of all backgrounds mix happily is an indication of the school's success in ensuring that discrimination of any sort is not tolerated. Safeguarding procedures and the monitoring of child protection are exceptional. Staff members go 'beyond the call of duty' to ensure provision is of the highest quality. Extremely strong teamwork ensures that all policies and procedures are rigorously enacted.

The school makes a strong contribution to the promotion of community cohesion, and responds well to the changing needs of its local community. It is outward looking and there have been exchange visits with schools abroad. Links with the Olympic Delivery Authority are strong and pupils have signed the Olympic Pledge. The close links with other agencies give good value as they bring in expertise and create activities the school would not otherwise be able to provide.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter with a level of skills well below those typically expected for their age, particularly in communication, language and literacy. By making each class rich in language and talk, the children make good progress, although less than half reach average levels in this area by the time they enter Year 1. The children make significant progress in their personal and social development. Their behaviour is good. They cooperate well, act responsibly and mix well with others. As a result of the care shown by adults working with them and the attention paid to safeguarding their welfare, the children feel safe and secure.

Collaboration between staff ensures that the needs of all children are identified and



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acted upon. This includes the early identification of children with special educational needs and/or disabilities, who are fully integrated into activities as a result of the care and attention from adults working with them. Activities for each child are carefully planned to promote all areas of learning. There is an appropriate balance between activities led by an adult and those where the children develop learning for themselves. The environment inside and out is interesting and captures the imagination of the children, but the outdoor area is not utilised as effectively in Reception as in the Nursery.

Improvements in provision can be attributed to the strong teamwork throughout the classes. By carefully checking on the progress of each child, the team has been able to identify where further attention is needed. Hence, the key priority now is to improve the children's communication, language and literacy skills. Links with home are productive, and parents greatly value being invited into each class at the beginning and end of each session.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 are happy with most aspects of the school and are almost unanimous in judging that it is led and managed effectively. Almost all parents report that their children enjoy school and most feel teaching is good. They agree that the school helps their children to adopt a healthy lifestyle and prepares them well for the future. A small minority of parents feel that the school does not help them to support their child's learning, does not listen to their concerns or meet their individual child's needs.

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

Ofsted invited all the registered parents and carers of pupils registered at Carpenters 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 226 completed questionnaires by the end of the on-site inspection. In total, there are 391 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	132	58	88	39	4	2	0	0
The school keeps my child safe	117	52	103	46	1	0	1	0
The school informs me about my child's progress	105	46	109	48	8	4	0	0
My child is making enough progress at this school	81	36	120	53	13	6	1	0
The teaching is good at this school	89	39	124	55	7	3	0	0
The school helps me to support my child's learning	87	38	109	48	23	10	1	0
The school helps my child to have a healthy lifestyle	87	38	121	54	9	4	2	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)	60	27	136	60	10	4	1	0
The school meets my child's particular needs	65	29	130	58	17	8	2	1
The school deals effectively with unacceptable behaviour	73	32	126	56	13	6	1	0
The school takes account of my suggestions and concerns	52	23	132	58	18	8	1	0
The school is led and managed effectively	75	33	125	55	3	1	2	1
Overall, I am happy with my child's experience at this school	107	47	109	48	4	2	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <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.**



24 September 2010

Dear Pupils

Inspection of Carpenters Primary School, London E15 2JQ

Thank you all very much for your friendliness and help when we visited your school recently. We agree with you that Carpenters Primary is a good and improving school. You clearly enjoy school and we agree with you that your teachers take outstanding care of you and do the utmost to keep you safe. Your behaviour is good, and we were impressed by the way you all help newcomers to the school settle in and make new friends quickly. Your attendance has improved much in recent years. Well done for this and please keep it up.

You make good progress during your time in school, learning the skills you need for the future. Those of you new to English develop your skills well and soon make similar progress in all subjects as others in your classes. This is because you are taught well and have interesting things to learn. You have exciting times ahead being so close to the Olympic Park. Those of you who find learning more difficult also make good progress because of the support you receive, particularly from classroom assistants.

Everyone is trying hard to make the school even better. There are two things in particular we have asked the teachers and other adults to do:

- bring all teaching and learning up to the quality of the best
- make sure they have a clearer picture of how well the school as a whole is doing.

You can play your part in helping the school to get even better by continuing to work hard. Well done for showing pride in your school.

Yours sincerely

Martin Beale

Lead inspector

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