

Vicarage Primary School

Inspection report

Unique Reference Number	102762
Local Authority	Newham
Inspection number	355252
Inspection dates	15–16 September 2010
Reporting inspector	Robert Lovett

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	744
Appropriate authority	The governing body
Chair	Quintin Peppiatt
Headteacher	Yvonne Ward
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Teaching was observed in all 26 classes. Meetings were held with the school council and staff and a discussion with the chair of governors was held by telephone. Inspectors observed the school's work, scrutinised pupils' books and looked at the school's data on pupils' progress, safeguarding and child protection documents and the school's plans for improvement. Inspectors considered the responses from 305 parental questionnaires together with 41 staff and 96 pupil questionnaires.

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

- the sustainability of the recent rise in standards
- the achievement of pupils eligible for free school meals
- the impact of assessment and target setting on the progress of White British pupils, more-able pupils and those who are new to the school and new to English
- the effectiveness of leadership and management at all levels and their impact on standards.

Information about the school

Vicarage is much larger than most primary schools and is continuing to grow. Most children are from the surrounding wards and the school is fully representative of the rich cultural, ethnic and linguistic diversity of the local area. Many pupils speak a first language other than English, the most common being Bengali, Urdu and Somali. The proportion of pupils known to be eligible for free school meals is almost 40%, which is much higher than the national average. Significant numbers of pupils join and leave other than at the beginning and end of the key stage.

The school holds the Basic Skills Mark, Investors in People and the Healthy School Award.

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

Vicarage is a good and improving school where pupils are eager learners. Since it was last inspected it has been successful in developing the role of year leaders, improving teaching and learning and raising achievement. While there is satisfactory teaching in some classes, most is good and some is outstanding. Pupils, staff, parents and carers are rightly proud of their school. One of the ways pupils demonstrate this practically is helping the site manager and others keep the school bright, clean and litter-free

In this culturally diverse school pupils have a very strong sense of shared values while also recognising the uniqueness of each individual. In consequence the school is a very cohesive community and pupils are pleased to act as members of the school council, prefects and peer mentors. Relationships across the school are strong and pupils' behaviour is good. New pupils are warmly welcomed and teachers and pupils do all they can to help them settle in and achieve well. The school is keen to establish links with schools and communities in different parts of the world and recognises that pupils have limited opportunities to learn about the world beyond Newham.

The headteacher and deputy headteacher lead the school well. They have been particularly successful in creating a shared sense of purpose and teamwork through the good work of year teams and year team leaders. Teachers plan collaboratively and while most planning is good, some does not focus accurately enough on the learning needs of more-able pupils in English. As a result work sometimes lacks sufficient challenge. Most pupils know their targets and what they need to do to achieve them, but some say they would welcome more frequent review of their targets in English so that they know exactly how well they are doing and what they need to do to improve.

Pupils make good progress during their time in the school. Many join the nursery with levels of skills and knowledge which are below those found in most schools, particularly in relation to communication and English language skills. They make good progress in the Nursery and Reception classes and are well prepared to enter Year 1. While standards have been broadly average over time, pupils' progress accelerated significantly in 2009 and this good achievement has been sustained. No groups of pupils make less than satisfactory progress and some, such as those known to be eligible for free school meals, make much better progress than similar pupils nationally. Pupils who speak a first language other than English also make good progress. They are well motivated and the individualised support provided by teachers and teaching assistants is effectively targeted on improving their communication skills. More-able pupils attain well in mathematics, but last year they did less well in English and too few reached the higher Level 5.

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Governance was satisfactory at the time of the last inspection. It is now good. Governors know the school well. Together with senior teachers they have a clear picture of standards across the school and are ambitious for further improvement. Self-evaluation is strong and the school and governors have a clear set of priorities and plans intended to raise standards further. Governors are determined to hold leaders to account for how well pupils are doing and each governor is expected to ask at least one challenging question in every meeting. Because of its track record of improvement and robust self-evaluation, the school has a good capacity to improve further.

What does the school need to do to improve further?

- Increase the proportion of pupils reaching Level 5 in English through:
 - more accurate use of assessment
 - greater consistency in target setting and feedback so that pupils know how well they are doing and what they need to do to improve
 - ensuring all teaching is as good as the best.
- Ensure pupils develop a better knowledge and understanding of the wider world.

Outcomes for individuals and groups of pupils**2**

Pupils are eager, determined and responsive learners. They respond very well to skilled and carefully targeted questioning, which enable them to reflect on what they already know and this, in turn, consolidates new learning. The best questioning tantalises and challenges and is effective in ensuring that particular groups of pupils, such as White British pupils and those new to the school, are fully involved and make good progress. Group and partner discussion is often used to allow pupils to rehearse their ideas, but sometimes this effective strategy is introduced later in the lesson than it could be. Because staff are positive in their praise and encouragement, pupils are confident learners and want to do well. Year 6 pupils clearly enjoyed their struggles with a complex mathematical problem where they applied the skills learned in an earlier lesson, and gained great pleasure from getting it right.

There is prompt and accurate assessment of the learning and social needs of pupils with special educational needs and/or disabilities. This results in careful targeting of support and good progress. Pupils who speak English as an additional language make particularly good progress and attain higher standards than similar pupils nationally. The school has been successful in maintaining the welcome rise in standards and increased pupil progress first seen at the end of both Key Stage 1 and Key Stage 2 in 2009.

Pupils have a good understanding of how to look after themselves and the importance of a healthy lifestyle. They make a good contribution to the school community through the school council, their other roles and responsibilities and their good behaviour around the school. Pupils are appropriately prepared for their future through their secure application of basic skills and their ability to work well together. Attendance is broadly average and the school has had some recent success in reducing the absence of a few

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persistent absentees. Pupils' moral and social development is a particular strength.

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	2
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?

Teachers are enthusiastic and eager to improve their practice. Classroom management is particularly effective with appropriate resources readily available. Teachers have high expectations of effort, behaviour and progress, ensuring that pupils are purposefully engaged at all times. They make good use of technology such as the interactive whiteboards to ensure lessons are lively and pupils remain interested and enthusiastic learners. In the outstanding lessons expectations were high, teachers had very good subject knowledge and there was very good use of a range of questions to ensure all groups of pupils were challenged and involved. Teaching assistants work very well with groups of pupils and individuals and make a valuable contribution to learning.

For some pupils targets are too generic and they are not kept sufficiently informed about how well they are doing. Marking is regular and detailed and usually includes points for improvement, but these are not always followed up. In some lessons peer assessment of their work was a successful feature of learning, but this could form the

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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basis for a fuller dialogue with pupils and encourage their role as active partners in their learning.

The themed weeks, such as those dedicated to science and literacy and the celebration of cultural diversity, are a strength of the curriculum. They effectively support learning and enthuse pupils. Pupils value the good range of after-school and lunchtime clubs which including gardening, debate and photography, as well as the more usual range of sporting activities. The development of cross-curricular links to support the practical application of key skills across all subjects is at an early stage and has not yet had sufficient impact on learning. There are good links with other schools to share curriculum expertise.

Pupils are very well supported and cared for. Pupils say they are happy and feel safe. If they have a problem they are confident that adults will help them resolve it quickly. Pupils in vulnerable or challenging circumstances are supported extremely well, and this is underpinned by strong links with specialist agencies.

These are the grades for the quality of provision

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

How effective are leadership and management?

The effective leadership has been instrumental in bringing about improvement. They are ambitious for the school to continue to improve and this ambition is widely shared among governors, teachers and other staff. Year leaders play an important part in ensuring pupils make good progress through regular pupil progress meetings. At these meetings staff share information on how well pupils are doing and what they need to do to improve further.

Vicarage is an inclusive school and actively promotes equality of opportunity. None of the different ethnic groups does significantly less well than others and many do much better than in most schools.

Safeguarding arrangements are robust and ensure that pupils are kept safe, and the administration of safeguarding records is meticulous. All statutory requirements are in place. Risk assessments are detailed and records of checks on adults who work with pupils are well maintained and up to date. The promotion of community cohesion is satisfactory. The school is a caring and cohesive community, although pupils say they would welcome opportunities to develop a better understanding of the wider world.

These are the grades for leadership and management

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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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the school with levels of skills and knowledge which are below those expected. Leadership of this phase is good and ensures children become enthusiastic, independent learners within a safe and secure environment. They make good progress because improved moderation has resulted in more accurate assessments of how well children are doing and has encouraged more detailed planning to meet their needs. Good relationships between children and with adults result in children socialising and playing well. While provision for outdoor learning is strongest in the Nursery, the school has correctly identified the need to improve outdoor provision across all classes. There is a good balance between adult-led learning and activities children choose for themselves. Children are happy to come to school because they feel safe and they enjoy learning. Adults work effectively with parents and carers to ensure children settle quickly and their needs are met. Their transition from Reception classes to Year 1 is very well organised and helps children settle quickly into their new routines.

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

Those parents and carers who responded are very supportive of the school, with almost all saying they are happy with the experiences it provides for their children. They say the school keeps their children safe and the overwhelming majority believe that teaching is good. Inspectors agree with this positive view of the school. A few parents were unsure how effectively the school deals with unacceptable behaviour. Some also say that children are not making enough progress and that not enough teaching is good. Inspectors found that progress has accelerated over the last few years and that teaching has improved since the time of the last inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Vicarage 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 217 completed questionnaires by the end of the on-site inspection. In total, there are 744 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	133	61	83	38	1	0	0	0
The school keeps my child safe	116	53	95	44	3	1	1	0
The school informs me about my child's progress	114	53	95	44	6	3	1	0
My child is making enough progress at this school	84	39	124	57	6	3	1	0
The teaching is good at this school	95	44	119	55	2	1	1	0
The school helps me to support my child's learning	89	41	114	53	9	4	1	0
The school helps my child to have a healthy lifestyle	91	42	114	53	5	2	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)	81	37	116	53	3	1	1	0
The school meets my child's particular needs	59	27	135	53	7	1	1	0
The school deals effectively with unacceptable behaviour	63	29	134	62	8	3	3	1
The school takes account of my suggestions and concerns	45	21	144	3	7	3	1	0
The school is led and managed effectively	76	35	128	59	2	1	1	0
Overall, I am happy with my child's experience at this school	106	49	105	48	3	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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"> ■ 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.



17 September 2010

Dear Pupils

Inspection of Vicarage Primary School, Newham, E6 6AD

Thank you for making us so welcome during the recent inspection. We enjoyed our time with you very much. My particular thanks go to those of you who gave up part of your lunchtime to talk to us. What you had to say was valuable and helped us get to know the school better.

Yours is a good school and you are right to feel proud of it. One of the ways you demonstrate this pride is the way in which you keep the building and grounds clean, bright and litter-free. New pupils are warmly received and settle quickly. While the school is a lively and welcoming community, we have asked your teachers to help you learn more about schools and communities in different parts of the United Kingdom and abroad.

You make good progress in your learning. Standards in the Year 6 tests last year were similar to those seen in other schools, although we would like to see more of you reaching Level 5 in English. While most teaching is good, we would like your teachers to work together to make sure that all the teaching is at least good. Your teachers care about you a great deal and keep a close eye on the progress you are making. Some of you told us that you would like to know more about how well you are doing and how to improve your work and we have asked teachers to improve how your targets are set and monitored. You can help by telling your teachers if you think the work you are set is too easy or too hard. Your behaviour is consistently good and you clearly enjoy your work and want to do well.

The school has improved in a number of ways since it was last inspected. This is because the headteacher and deputy headteacher lead the school well and ensure that teachers work together to help you achieve well. Everyone wants the school to continue to improve, and with the continuing help and support of you and your parents and carers, it will do this all the faster.

Yours sincerely

Robert Lovett

Her Majesty's Inspector

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