

Canon Barnett Primary School

Gunthorpe Street, Aldgate, E1 7RQ

Inspection dates 3–4 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the headteacher and her senior team is outstanding and ensures that both teaching and achievement are improving rapidly. The tracking of pupils' learning and progress is accurate, consistent and rigorous.
- Children begin school with levels of skill and knowledge that are well below expected for their age. They make rapid progress in literacy and numeracy and achieve well because their experiences in school are very well planned and engaging.
- Good teaching overall inspires pupils to enjoy learning and to develop excellent attitudes to learning.
- Teachers and teaching assistants plan and teach collaboratively to ensure that all pupils make at least good progress.
- Pupils who speak English as an additional language make excellent progress because their needs are well met by teachers and their assistants. This is also true of disabled pupils and those with special educational needs and pupils eligible for the pupil premium.
- Pupils consistently display their love of learning and work well independently and in groups. They behave extremely well in lessons and around the school. They are confident in expressing how safe they feel in school.
- Parents speak highly of the school's ability to involve them in many activities, as well as in keeping their children safe and happy.
- Governors successfully ensure resources are well allocated and that pupil premium funding makes a positive contribution to the excellent achievement of the pupils.

It is not yet an outstanding school because

- Pupils are not yet exceeding levels that are higher than national expectations. Sometimes, the most able are not given a range of challenging work.
- Teaching over time ensures pupils make good rather than outstanding progress.

Information about this inspection

- Inspectors observed 23 lessons, seven of which were joint observations with members of the senior leadership team. In addition, the inspection team made nine shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended assemblies.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to parent surveys carried out by the school. Members of the inspection team also looked at evidence of the work parents have done with the school.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional Inspector
Alistair McMeckon	Additional Inspector
Dave Gutmann	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- A high proportion of pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is similar to the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- Almost all pupils are from minority ethnic backgrounds and most of them speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works with a network of six other schools to improve the performance of teachers and pupils. Consequently, the senior leadership team are actively involved in leading aspects of school development across the local authority.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that teachers provide a wider range of challenging activities for all pupils, especially for the most able.
- Increase the proportion of pupils making more-than-expected progress in mathematics and reading by providing more rigorous cross-curricular opportunities to link these areas to other topics.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and knowledge that are well below the levels expected for their age. They make good progress and achieve well by the end of the Early Years Foundation Stage.
- Pupils make good progress as they move through the school and, by the end of Key Stage 2, most pupils' attainment is in line with national expectations, with some exceeding this. There are too few opportunities for pupils to improve their reading and mathematical skills in other subjects and consequently the proportion exceeding the expected progress in these subjects is lower than it should be.
- Pupils read with interest and enthusiasm. Their literacy skills develop at a fast pace because of the exciting curriculum, which provides rich opportunities for the development of pupils' personal development, literacy and mathematics. For example, a Year 3 pupils' trip to the zoo was followed up by fun and activities such as writing about their own imaginary made-up animals.
- In the Early Years Foundation Stage, children learn quickly to recognise their letters and sounds because of the teachers' good focus on play activities that are built around speaking, movement and interactive learning. Teachers encourage children to take responsibility for their behaviour and learning. As a result, children in Reception were able to explain why they needed to wear fluorescent waistcoats on their trip to the local café.
- Pupils who speak English as an additional language and disabled pupils and those who have special educational needs make excellent progress. This is as a result of classroom activities which motivate them well and high expectations in the classroom, which lead to pupils skilfully talking about how to improve their learning.
- The pupil premium funding is used very effectively to support the high number of eligible pupils by providing funding for extra teaching staff to deliver specialised teaching activities. These pupils make accelerated progress across the school, and their attainment is in line with that of their peers in both English and mathematics.

The quality of teaching is good

- The quality of teaching is consistently good, with some that is outstanding, because teachers encourage growth of pupils' knowledge and develop excellent attitudes to learning. For example, Year 5 pupils worked enthusiastically in teams to measure the speed of toy cars going down ramps using their knowledge of mathematics in their science learning.
- Pupils are provided with choice, independence and engaging classroom activities. However, sometimes teachers do not provide a variety of opportunities for pupils to stretch their learning. Consequently, the most able are not always challenged enough.
- Pupils learn and develop their skills rapidly because their teachers track their progress regularly and accurately in lessons and move them on to what they need to learn next quickly. Pupils are encouraged to check their own learning by reading their work and highlighting aspects of the success criteria they have achieved in different colours.
- Teachers and teaching assistants are skilful educators, using positive language that motivates and engages pupils, including disabled pupils and those who have special educational needs, and those who speak English as an additional language. Questions are skilfully used to get pupils to think and practice speaking. For example, in a Year 1 lesson, pupils were practising retelling a story and were prompted with key questions.
- Positive relationships and vibrant classrooms and corridors contribute to a very stimulating atmosphere for learning across the whole school. Pictures of pupils working and enjoying activities are displayed around the school. Pupils also take responsibility for creating displays to share with other pupils, for example, on anti-bullying and making friends.

The behaviour and safety of pupils are outstanding

- Pupils consistently display their love of learning and work well independently as well as in groups. They are able to articulate their learning with appropriate examples. In a Year 4 lesson, students read their work out loud and demonstrated their excellent understanding of literary terms.
- Pupils attend school regularly and are punctual. They are polite and considerate and have very good relationships with each other and with their teachers. Their behaviour in the school is excellent both in class and around the school because it is managed exceptionally well through clear and consistently positive messages from all staff, and displays around the school.
- Pupils have excellent attitudes to learning and can talk about why they have to keep safe. As a result, pupils confidently apply the principles of e-safety when using computers.
- Pupils are prepared well for the next stages of their lives. They take on roles such as 'Buddy Readers', the Friendship Squad' and Office Leaders. The student council attends an annual school parliament with pupils from other schools in the local authority. Pupils have career talks in Year 6, and take part in projects linked to enterprise.
- Parents and carers praise the school highly, and are happy that their children are safe, very well motivated and making excellent progress. Parents have progressively become more involved with school activities because of opportunities they have been provided with such as literacy and numeracy workshops.

The leadership and management are outstanding

- The headteacher and governors provide excellent role models for all their staff through their positive attitudes, collaborative style and high levels of expertise.
- Processes for monitoring and developing staff are not only rigorous and consistent, but they empower staff to develop and excel in their high-quality teaching skills. All staff are committed to providing the best possible learning experiences for all pupils.
- School leaders meticulously analyse how well pupils are doing in their subjects and provide targeted support to improve areas that need to be worked on. They do this systematically and quickly so that all pupils are constantly learning and improving. This process has directly led to the progress pupils make in their learning, both in English and mathematics.
- The pupil premium is allocated effectively to focus on the literacy and numeracy needs of eligible pupils through the provision of various support, such as specialised support or extra staffing in classes. As a result, the progress made by these pupils is excellent.
- The curriculum is a key strength of the school and is exceptionally well planned and organised by all teachers. Pupils deepen their knowledge through activities that develop teamwork, imagination and learning about the world they live in. Children in the Early Years Foundation Stage pretend they are preparing food for each other and role play with imagination. The school makes good use of the sports funding by developing a sports provision that not only specialises in cricket but develops skills in a large number of other sporting activities.
- The school ensures that all elements of spiritual, moral, social and cultural learning are embedded across the curriculum. Pupils learn French and Spanish. They work with the community and contribute to the caring ethos of the school through assemblies. Pupils also have friendships with partner schools in Cornwall and Zambia.
- Discrimination is nonexistent because the school is sensitive to diversity and disability. As a result, pupils are tolerant and respect diversity. All groups of pupils achieve well and all staff are supported to perform at their best.
- Leaders and managers have a major impact on developing teachers and schools within the local authority. School leaders are very much involved in working with and supporting other schools to develop their skills in teaching, moderation of marking, and leadership. They work closely with network of schools, which have recently put together a project to enhance the writing skills for more-able pupils. A published book of poetry and writing depicts the creative activities pupils experienced while carrying out this project.

- Safeguarding practices meet the statutory requirements.
- The local authority provides support for the school as and when is requested. More importantly, it facilitates the collaborative networking of a number of schools, which enables leaders of Canon Barnett to lead in their areas of expertise.
- **The governance of the school:**
 - The governing body is very proactive in ensuring that school leaders carry out their responsibilities effectively to deliver good teaching and secure high levels of pupil achievement. The Chair of the Governing Body actively supports and empowers members of the governing body to gather of first-hand evidence of the performance of the leadership team in leading teaching and learning. They do this through visits, discussions, looking at pupil books and specialised meetings. Governors take part in a variety of training provided for them by the local authority and can skilfully use data to understand how well the school is doing. They ensure that teachers are rewarded for good performance related to the progress of pupils. They check that that pupil premium funding is allocated in the best interests of the pupils concerned so that these pupils make rapid progress in their reading, writing and mathematics skills similar to their peers.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100893
Local authority	Tower Hamlets
Inspection number	425604

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Cath Shaw
Headteacher	Jackie Trudgeon
Date of previous school inspection	12–13 November 2008
Telephone number	020 7247 9023
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