

Cyril Jackson Primary School

51 Three Colt Street, Limehouse, London, E14 8HH

Inspection dates 08 – 09 July 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The inspirational leadership of the headteacher has established a culture which is firmly focused on ensuring that all pupils receive the highest standards of care and teaching.
- Behaviour across the school is impeccable. Pupils have excellent attitudes to school and want to do well. They work hard and are very proud of their school. As a result, punctuality and attendance levels are high.
- Children get off to an excellent start in early years. They make rapid progress in all areas of their development.
- As a result of outstanding teaching pupils make exceptional progress in reading, writing and mathematics.
- Pupils receive highly effective feedback from their teachers which helps them to improve their work still further.
- Disadvantaged pupils make the same outstanding progress as their peers.
- The provision for disabled pupils and those who have special educational needs is managed extremely well. Through skilled teaching these pupils make outstanding progress.
- The most able pupils make the same exceptional progress as other pupils in the school. However, they could do even better if they had more opportunities to engage in tasks that enabled them to respond in a more creative and innovative manner.
- School leaders work very closely with other agencies to ensure that pupils and their families receive any support that they need to help overcome barriers that may be preventing pupils from benefiting from all that the school can offer.
- There are highly effective systems in place to keep pupils safe. Pupils themselves have a very good understanding of how to keep safe in a range of contexts.
- The curriculum engages and enthuses pupils. It is enriched by carefully chosen themes which interest pupils and contribute to outstanding spiritual, moral, social and cultural development. By the time that they leave the school pupils are very well prepared for the next stage of their education and for life in modern Britain.
- Pupils learn about other faiths, cultures and races and show great respect for individual differences and value each other's qualities.
- Senior and middle leaders share the vision of the headteacher and are relentless in promoting continued improvements.
- Governors know the school very well. They share the aspirations that all leaders have for the pupils and provide robust challenge and strategic direction which ensure that these aspirations are realised.
- Parents are very pleased with all that the school offers. School leaders provide many opportunities for parents to be kept informed about how well their children are progressing.

Information about this inspection

- Inspectors observed teaching in 27 lessons, eight of which were observed jointly with members of the school’s leadership team. Shorter visits were made to classrooms to check on aspects of the school’s work, and inspectors looked at how pupils behave around the building and on the playground.
- Inspectors held discussions with leaders, teachers, representatives of the governing body and the local authority.
- Inspectors reviewed a range of school documentation, including safeguarding information, behaviour records, information about the progress pupils make, the school’s self-evaluation statement and improvement plan and records of the work of the governing body.
- Inspectors spoke to groups of pupils about their work, heard them read and looked in detail at their books and other examples of work.
- Inspectors took account of 36 responses from parents to the Ofsted online questionnaire, Parent View, the school’s own survey of parents’ views and also spoke informally with parents at the start of the day.
- The inspector considered the responses from 64 members of staff to the inspection questionnaire.

Inspection team

Mitchell Moore, Lead inspector

Her Majesty’s Inspector

Susan Ladipo

Additional Inspector

Sahreen Siddiqui

Additional Inspector

Jason Hughes

Additional Inspector

Full report

Information about this school

- Cyril Jackson Primary School is much larger than the average sized primary school and operates on two sites, which are a short distance apart.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are much higher than the national average. The largest ethnic group in the school are of Bangladeshi origin.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium (additional funding for particular groups, which in this school applies to pupils who are known to be eligible for free school meals and those who are looked after by the local authority) is much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- The school has a Language Resource Provision for up to 20 pupils across the local authority who have speech and language difficulties.
- Some pupils attend the Nursery full time, others part time, with all pupils becoming full time when they enter the Reception class.
- The headteacher of Cyril Jackson Primary School is currently also the interim executive headteacher of Ben Jonson Primary School.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Sustain the rise in pupils' achievement by:
 - ensuring that teachers provide even more opportunities for pupils to extend their learning to develop their creativity and innovation.

Inspection judgements

The leadership and management are outstanding

- The inspirational and highly committed leadership of the headteacher has established a culture in which high aspirations for pupils underpin all aspects of school life. Highly effective systems are applied with great consistency which reinforces the high expectations that leaders have. As a result the quality of teaching and the behaviour of pupils are outstanding.
- The headteacher is very ably supported by a strong and skilled senior leadership team. Together, leaders have developed clear guidance for all staff which outlines the school's approach to teaching. Leaders make very careful checks that this guidance is being followed and are swift in providing additional support to staff where it is needed. Consequently, the quality of teaching is consistently good and often outstanding, leading to high levels of engagement and interest among pupils.
- Subject and phase leaders are relentlessly driven in promoting and sustaining improvements in their areas of responsibility. These leaders are fully involved in self-evaluation and improvement planning processes. As a result, they have an accurate view of the school's strengths and areas for further improvement and understand how their own work relates to the wider context of the school. Subject and phase leaders work alongside senior leaders in checking the quality of teaching, behaviour and achievement. This ensures that the evaluations made are accurate and consistent across the school. These middle leaders are particularly effective in coaching colleagues and have a strong track record of success in supporting improvements in teaching and achievement in the subjects and phases for which they are responsible.
- Leaders, including governors, have undertaken a careful analysis of the needs of disadvantaged pupils and researched the most effective strategies to raise their achievement. This has informed their decisions about how the pupil premium is used in the school. Additional teachers have been employed to enable pupils to receive high quality feedback on their work and, where necessary, to provide individualised teaching programmes. Leaders make careful checks that the strategies funded by the pupil premium are having the desired impact, making any adjustments that are needed. As a result of the highly effective use of the pupil premium, the achievement of disadvantaged pupils is outstanding, closing the gaps between their achievement and other pupils in the school and nationally in reading, writing and mathematics.
- Leaders have ensured that the school is highly inclusive of pupils of all cultures, races, faiths and abilities. Discrimination in any form is not tolerated and pupils are highly respectful and tolerant of all members of the school community. The outstanding provision made for disadvantaged pupils, disabled pupils and those who have special educational needs enables these pupils to make outstanding progress and exemplifies the school's commitment to ensuring equality of opportunity for all of its pupils.
- The curriculum is a strength of the school. Along with a strong focus on developing the core skills of reading, writing and mathematics, curriculum themes have been carefully chosen to be of interest and relevance to pupils. Strong threads of spiritual, moral, social and cultural opportunities run through the curriculum. Pupils have a good understanding of British values such as democracy and the rule of law. The curriculum is enriched through an extensive programme of trips and events right from Nursery. Consequently, the curriculum prepares pupils exceptionally well for life in modern Britain.
- Leaders have been highly effective in making sure that safeguarding arrangements meet and exceed the statutory requirements. Staff are vigilant in keeping pupils safe and parents feel that the school is exceptionally safe and caring.
- The physical education and sport funding is used very effectively. Leaders have used the grant to provide teachers with specialist support and advice to improve their teaching of sport and physical education. The grant has also enabled pupils to have access to a wider variety of physical activities both in school and through local competitions. The school has established a programme to identify and support pupils with particular talents in sporting activities and to signpost them to clubs where they can develop their skills further. The impact of the school's use of the grant can be seen through the successful establishment of a 'Healthy Lifestyle' programme and increased participation and success in sporting activities.
- The local authority adviser knows the school well and supports the governors with the performance management of the headteacher. Other than this, the local authority provides an appropriately low level of support to this very successful school. The local authority uses staff from the school to support training and the moderation of teacher assessments in other local schools.
- **The governance of the school:**
 - Governors share with other leaders the high aspirations for pupils in the school and contribute to outstanding leadership.
 - Governors have a very accurate view of the quality of teaching and achievement of pupils. They receive high quality information from leaders about pupils' performance, and how the school compares to other

schools, and complement this with their own visits to the school. Governors use this information to challenge leaders and to ensure that the strategic direction of the school is leading towards the high quality of provision and outcomes that they aspire to for pupils.

- Governors have ensured that there are rigorous processes in place to manage the performance of teachers. They check carefully that decisions about the effectiveness of teaching are consistent with the progress that pupils are making. Decisions about teachers' pay are linked closely to how well pupils are progressing.
- Together with senior leaders, governors have ensured that all statutory requirements for keeping pupils safe are met. Governors have a strong understanding of the potential risks that pupils could be exposed to, including those associated with extremism and radicalisation, and have ensured that the school's policies and practices in this area are robust and thoroughly implemented.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate exemplary attitudes to learning and apply themselves to their work with enthusiasm and diligence. This contributes to their outstanding progress.
- Leaders and teachers apply the school's behaviour policy with absolute consistency. Pupils know what they are expected to do to meet their teachers' very high expectations and are keen to please.
- Pupils are extremely polite and courteous to each other and adults when moving about the building and playing outside. Pupils are proud of their school, showing great respect for the high quality displays around the site and the equipment that they use in lessons. When eating in the lunch hall pupils engage enthusiastically with the suggestions for 'lunchtime chit-chat' displayed on a screen. This contributes to a convivial atmosphere in the lunch hall.
- Pupils told inspectors that bullying is very rare in the school and that on the few occasions that it does occur it is dealt with quickly and effectively. Pupils have been taught how to resolve conflicts and they use the advice and guidance on this that is displayed around the playground in a mature way. Inspectors observed Year 6 pupils taking part in a drama workshop, with a professional theatre company, which allowed the pupils to explore their potential fears about bullying as they approached transfer to secondary school.
- Attendance rates are high and rising. This is because pupils love coming to school. Pupils told inspectors that they, and their parents, think that good attendance at school is important so that they can get good jobs, like being a lawyer or doctor. There are robust systems in place to check attendance and punctuality. Leaders offer support to parents who may be having particular difficulties. As a result, the number of pupils with very poor attendance has been reduced substantially.
- Leaders make careful checks on behaviour records and step in quickly to offer additional support and guidance to any pupils whose behaviour causes concern. The effectiveness of this support means that no pupils have been excluded from the school in the past five years.
- Staff, parents and pupils are unanimous in their view that behaviour in the school is outstanding.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Safeguarding and pastoral support are high priorities in the school. Leaders have appointed a team to oversee these aspects of the school's work. This team have both the time and expertise to ensure that the school responds very rapidly to any concerns and are able to provide support to families whose circumstances make them vulnerable. One parent visited inspectors to express her huge gratitude for the support that she and her family had received from school staff.
- All staff receive regular and detailed training in safeguarding. As a result they are very clear about their responsibilities for pupils' safety and fulfil these very effectively. Leaders are rigorous and tenacious in following up referrals made to the local authority and work very effectively with a range of agencies to support pupils in need.
- Leaders have ensured that all appropriate safety checks are made around the school and when pupils are taken out on visits. These are recorded carefully. There are scrupulous checks made on all visitors to the school.

- Pupils are taught about a wide range of risks through the curriculum. Recent sessions to teach pupils how to be safe when using the internet have ensured that pupils are very well informed about this aspect of safety. Visits from a range of outside agencies have given pupils a good understanding of how to keep themselves safe from risks associated with railways, rivers and fire.
- Pupils display a very good awareness of the risks associated with extremism and radicalisation. The school had recently joined in with the national commemorations of Remembrance Day and the terrorist attack in Tunisia. Pupils told inspectors in detail what the background to these events were and demonstrated a mature and informed awareness of their significance.

The quality of teaching

is outstanding

- Teaching is of a consistently high quality, so pupils of all ages make excellent progress. Leaders have established high expectations of the quality of teaching and behaviour of pupils. Teachers apply these expectations consistently so pupils always know that only their best is good enough. No time in lessons is wasted as pupils settle quickly to the tasks they have been set and organise their learning very effectively.
- The teaching of communication is central to the success of the school. Teachers employ many systems to ensure that all pupils, including disabled pupils those who have special educational needs, are encouraged and enabled to communicate effectively. Pupils who speak English as an additional language benefit from teaching which enables them to develop their spoken and written language very effectively.
- Reading is taught well across the school. There is a very well structured programme to teach phonics (the sounds that letters make) which ensures that pupils develop a wide range of appropriate strategies to enhance their early reading skills. This is built on well as pupils move through the school. Teachers include high quality fiction and information texts in their lesson plans. As a result, pupils develop both a love of reading and an awareness of how to use books to inform their own learning. In a Year 4 lesson the teacher used her excellent subject knowledge to craft a series of activities to support pupils in finding information from a text about animals in Africa. Pupils engaged with this with great enthusiasm and displayed their understanding of the features of information books and their skills in skimming and scanning for information.
- Writing has been a focus for improvement in the school recently. Teachers plan activities for pupils to develop and extend their spoken language in preparation for writing. A wealth of opportunities to write is provided for pupils, both in English lessons and other curriculum subjects. Writing is often stimulated by a link to an exciting event or trip. In a Year 3 lesson, pupils were encouraged to develop their sense of empathy when writing about life as a Roman soldier in anticipation of their involvement in a Roman Day later in the week. Pupils produced detailed descriptions which were historically accurate and imaginative in both content and vocabulary choice.
- The leader of mathematics has recently led a revision of the school's approach to the teaching of the subject. Pupils told inspectors that their mathematics learning has improved as a result of the changes. There is a strong emphasis on the modelling of how to approach mathematical concepts and the development of mathematical vocabulary. Consequently, pupils are very clear about how to tackle their work and have the language to explain and develop their reasoning.
- Across the school there is a consistent approach to giving pupils feedback on their learning, including marking. Teachers check pupils' learning carefully during lessons and are skilled in recognising where pupils need additional support in order to progress. Comments, both verbal and written, make clear to pupils what they have done well and how they can improve further. Pupils respond well to these suggestions and the consequent improvements are evident.
- Teachers make very good use of the information that they have about pupils' achievement to plan activities that promote high rates of progress. Most lessons include a range of activities that range from 'tricky' to 'trickier' to 'trickiest' to ensure that there are sufficient opportunities for pupils to make the progress that they are capable of.
- Pupils across all year groups are involved in assessing their own work and that of their peers. Pupils refer to the features of successful work that their teachers have developed with them when making these assessments. Through this pupils demonstrate that they have a good understanding of what is expected of them and how they can improve.
- The progress of disadvantaged pupils is very carefully monitored. Teaching plans are adapted to ensure that these pupils receive the support that they need to make rapid progress and close the attainment gap with other pupils in the school.
- Teaching assistants have been very well trained and make a very positive contribution to teaching.

Teachers make it very clear in their plans what the role of teaching assistants is in lessons and what impact on progress the support is intended to have. As a result, teaching assistants understand how to support pupils and to evaluate their progress.

- Disabled pupils and those who have special educational needs are taught very well by class teachers and teaching assistants. The detailed assessment information gathered on these pupils is used to plan learning activities that promote outstanding progress. Pupils with complex needs, both in the main school and the Language Resource Provision, receive specialist support which is very well focused on addressing those needs.
- Parents appreciate the wealth of information that they receive about how well their children are progressing in school. Parents welcome the opportunities that are provided to be involved in the life of the school.
- School leaders and teachers are very reflective on their own practice. They have identified that, in order to achieve the very high Level 6 in reading, writing and mathematics, the most able pupils require even more opportunities to deepen and extend their own learning to be able to develop creativity and innovation.

The achievement of pupils

is outstanding

- The work in pupils' books and the school's own records show that achievement is outstanding. Children join the early years classes with much weaker communication and language skills and lower levels of personal, social and emotional development than is typically seen at their age. As a result of outstanding provision the proportion of pupils who achieve a good level of development by the time that they start Key Stage 1 has risen consistently and is now comfortably higher than the national average.
- Pupils continue to make outstanding progress as they move through the school. In 2014 standards at the end of Year 2 were broadly in line with national averages in reading, writing and mathematics and the school's own assessment information indicates that this will also be the case in 2015.
- The proportion of pupils who achieve the required standard in the Year 1 screening of phonics (the sounds that letters make) is higher than the national average.
- Disabled pupils and those who have special educational needs, both in the school's Language Resource Provision and in mainstream classes, make outstanding progress in reading, writing and mathematics in all year groups. This is because very accurate assessments of their learning needs are made and their teaching and support programmes are designed with great precision to meet those needs.
- Information about the achievement of the high proportion of disabled pupils and those who have special educational needs is included in the school's published data. When compared to national averages it can appear that achievement is not as strong, for example, where disabled pupils and those who have special educational needs have made outstanding progress but have not reached national attainment thresholds. School leaders undertake forensic analysis of the data of all pupils' progress and attainment and this confirms that achievement is outstanding. For example, in 2014, at the end of Key Stage 2 overall fewer pupils than the national average achieved the expected Level 4 in reading. However, the large proportion of disabled pupils and those who have special educational needs in this cohort had made outstanding progress from their starting points. The proportion of pupils who were not disabled and did not have special educational needs in the school who achieved or exceeded Level 4 was higher than the national average in 2014 in reading, writing and mathematics.
- Unvalidated assessment information for Year 6 pupils who were assessed in 2015 indicates that the proportion of pupils who achieved the expected levels at the end of Key Stage 2 in reading, writing and mathematics will be higher than the national average. More pupils than the national average also attained the higher Level 5 in reading and mathematics, while the proportion of pupils achieving Level 5 in writing is rising. The proportions of pupils making expected and better than expected progress between Key Stage 1 and Key Stage 2 in reading, writing and mathematics are high compared to the national figures. By the time that they leave the school pupils are very well prepared for the next stage of their education.
- Pupils who speak English as an additional language achieve as well as their peers in school and better than similar pupils nationally in Key Stages 1 and 2.
- Disadvantaged pupils show outstanding achievement across the school. At the end of Key Stage 2 in 2014 the attainment of disadvantaged pupils in the school was half a term ahead of other pupils in the school in reading and writing and in line with other pupils in mathematics. Compared to other pupils nationally, disadvantaged pupils were around two terms behind in reading and mathematics and half a term behind in writing. The proportions of disadvantaged pupils that made expected, or better than expected progress between Key Stage 1 and Key Stage 2 in 2014 compares very favourably with all pupils nationally. The unvalidated assessment information for pupils in Year 6 at the end of 2015 indicates that the achievement of disadvantaged pupils has improved again with the gaps in both

progress and attainment closing further.

- The most able pupils achieve exceptionally well in all year groups in reading, writing and mathematics. This is because their teachers plan appropriately challenging work for them. School leaders have identified themselves that for these to make even better progress (to achieve the very high Level 6 in reading, writing and mathematics for example) pupils need more opportunities to direct their own learning and research so that they can develop further their resourcefulness and resilience.

The early years provision

is outstanding

- Children get off to a very good start in early years. Accurate assessments are made during the children's first few weeks in school. These assessments are regularly updated and teachers use the information to plan activities that stimulate, engage and challenge the children. As a result, children quickly make outstanding progress from their starting points, particularly in communication and social skills, so that they are very well prepared for Key Stage 1 by the time that they finish in Reception.
- Parents and carers are very content with the care and education that their children receive in early years. Early years leaders and other staff establish good relationships with parents and carers from an early stage and build on this through the year. Parents and carers take advantage of the many opportunities that they have to learn about how to support their children's learning. Inspectors met groups of parents working alongside their children each morning to improve handwriting and pencil control. Both parents and children said how much they enjoyed this and how helpful it was.
- The quality of teaching in early years is outstanding. This is because teachers and teaching assistants know what each child needs to learn, due to the excellent assessment systems. There is a strong focus on developing communication and helping children to become more independent. This contributes to outstanding achievements.
- The early years leader provides outstanding leadership across Nursery and Reception classes. She has an acute awareness of the strengths and areas for improvement across the phase as a result of very thorough checks that are made on all aspects of provision. Any areas that need to be improved receive prompt and effective attention. For example, when analysis of early years assessment information identified that boys were doing slightly less well than girls, changes were made to teaching and curriculum plans. As a result boys' achievement is improving.
- The behaviour and safety of children in early years is outstanding. Children are cared for exceptionally well as staff are skilled in meeting every child's needs. Consequently children settle quickly into school and soon show the exemplary behaviour that is typical of the whole school. Staff are scrupulous in checking that all aspects of the learning environment are safe for children and teach children from an early age how to take care of themselves and each other.

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	100900
Local authority	Tower Hamlets
Inspection number	448875

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	489
Appropriate authority	The governing body
Chair	Gordon Warren
Headteacher	Gillian Kemp
Date of previous school inspection	4 March 2010
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