

# London Fields Primary School

## Inspection report

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<b>Unique Reference Number</b>	100230
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	354817
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Barnard Payne

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>	381
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Niul Dillon Hatcher
<b>Headteacher</b>	Greg Wallace, Executive Principal, Caroline Brittain, Head of School
<b>Date of previous school inspection</b>	9 December 2008
<b>School address</b>	Westgate Street London E8 3RL
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 18 lessons, taught by 18 teachers. Inspectors held meetings with a group of pupils, the Chair of the Governing Body and staff. They observed the school's work, and looked at a sample of pupils' books from across the school and the school's plans and policies, including those for safeguarding. Inspectors also analysed questionnaires from 69 parents and carers, 55 pupils and 28 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which attainment and progress are continuing to improve and increasing the numbers of pupils reaching the highest levels.
- Whether pupils are consistently positive in working to meet the school's expectations, as reflected in their behaviour, attitudes and attendance.
- The extent to which the school's leadership and management strategies are ensuring that provision, particularly teaching, is at least good and continuing to improve.
- The impact of the school's partnerships on raising pupils' achievement and improving their well-being.

## Information about the school

Most pupils attending this large primary school are from minority ethnic groups and the majority speak English as an additional language. The proportion of pupils known to be eligible for free school meals is high. A high percentage of pupils have special educational needs and/or disabilities, although the number with statements of special educational needs is below average. Special educational needs in the school are mainly due to difficulties with language and communication and behaviour. The school's provision for the Early Years Foundation Stage consists of a Nursery and two Reception Year classes. The school has achieved Healthy Schools status. London Fields Primary School is part of the Best Start Federation, which is comprised of four primary schools in Hackney led by an executive principal.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

London Fields Primary has made remarkable progress in a short time due to the total commitment of the school's leadership, governors and staff to provide pupils with the best possible education. The school is dedicated to enabling its pupils to enjoy and achieve. Its success is reflected in the outstanding progress pupils make through the school. They start with an exceptionally low level of skills, but make outstanding progress to reach and increasingly exceed the national average in English and mathematics at the end of Year 6. The school is aiming for even more pupils to attain the highest level. One parent writes, 'My child has progressed, matured and has much higher self-esteem since she joined this school.'

Pupils' achievement is outstanding, not only in their acquisition of literacy and numeracy skills, but also the skills needed to learn effectively. This is because the school has, as another parent puts it, 'very involved staff and great, positive energy'. The quality of teaching is consistently excellent across the school; staff are clear about the most effective ways to engage pupils and the pace of learning is unrelenting. The school's curriculum is outstanding because it is, in the school's words, 'built around the pupils and their backgrounds'. This is reflected in the high quality of pupils' work from across the range of ability. The school provides memorable experiences and pupils gain a deep understanding of religious faiths and other cultures. They show a high level of respect and tolerance when studying faiths different to their own.

The pupils are exceptionally well cared for; pupils feel safe and have a very high level of trust in the staff. The school has successfully improved behaviour and attendance. Pupils fully support the school's values and recognise the improvements made in recent years. This view is shared by parents and carers.

The school's leaders, staff and governors share a vision for the school. They are completely focused on giving pupils the best opportunities. They have created an ethos that gives pupils the ambition to aim for the highest levels in their work. The federation has had a profound impact on driving improvement, because it provides the school with an exceptionally high level of expertise. The school's self-evaluation systems are extremely rigorous; there is a very high level of monitoring and tracking of teaching and learning. This leads to sharply focused action-planning to secure further improvements. Over the past four years the school has moved from being in the Ofsted special measures category to being a good school less than two years later and it is now outstanding. This shows that the school has outstanding capacity to improve further.

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

- Consolidate the gains the school has already made in order to increase the proportion of pupils exceeding age-related expectations in English and mathematics.

## Outcomes for individuals and groups of pupils

**1**

One of the strengths pupils identify about the school is that it is 'formal', meaning that everything is highly focused and organised. Their questionnaires show that virtually all feel they learn a lot in lessons. Consequently, levels of concentration are consistently high and pupils develop excellent levels of perseverance and resilience. This is reflected in their books, which are immaculately presented and show that pupils make highly effective use of the support that staff provide. Pupils who speak English as an additional language show a very secure grasp of the subtleties and nuances in written English. For example, in a piece of writing in Year 5, a pupil wrote 'When I first saw her she was wearing a burnished and glittering dress'. Similarly, pupils' books in Key Stage 1 show a very wide variety of work and exceptional levels of progress. In one example, a Year 2 pupil had written a persuasive letter of high quality and knew how to split their writing into paragraphs; their mathematics work also showed excellent progress in a range of aspects, including understanding shapes, data handling and problem-solving. In recent years, the school has raised attainment in Key Stage 1 and Key Stage 2 from a low level to one that meets and increasingly exceeds the national average. Pupils' current work includes many examples of attainment that is above average and the picture is one of rapid improvement across the school. Pupils with special educational needs and/or disabilities make outstanding progress because they learn to be confident in their own abilities and are provided with the support and guidance they need. In an outstanding Year 5 lesson, pupils in a lower ability set worked highly effectively to improve a piece of writing, responding with increasing confidence to the teacher's questions, which challenged them to raise the level of their work through extending their use of vocabulary. From low starting points, given their above average attainment, pupils' achievement is outstanding and they thoroughly enjoy their time at school. Pupils known to be eligible for free school meals do particularly well. They have increased their rate of progress over the past three years and their attainment is well above the national average for this group in English and mathematics and in line with the national average for all pupils.

In the past, behaviour has been a problem at the school and pupils still have mixed feelings about it. However, due to concerted efforts by the school, behaviour is now good. When going to lessons and assemblies, and in class, pupils are very quiet, focused and disciplined. They receive very clear guidance and help from adults to achieve this, which is why behaviour is good rather than outstanding. The school's Healthy Schools status is reflected in the very high level of awareness pupils show concerning health issues; this covers not only diet and the need for regular exercise, but also how to look after mental health. A recent survey of Key Stage 2 pupils on health issues showed a strong grasp of the dangers of smoking and the need for exercise; but also showed a well-developed awareness of the emotional well-being of other people. Pupils play a significant role within their school and the wider community; they take on a wide variety of responsibilities in school and have also, for example, been involved in a local campaign to reduce the use of plastic bags. Pupils develop clear personal values. The school is a highly cohesive community in which pupils from a wide variety of backgrounds get along well. They show

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high levels of tolerance and understanding of other people's points of view. In a Year 3 religious education lesson, part of the classroom was turned into an orthodox synagogue, and pupils fully entered into the spirit of this, with all the boys wearing skull-caps to enter the synagogue and all pupils showing a very high level of respect as they responded to elements of worship within the Jewish faith. This shows outstanding spiritual, moral, social and cultural development. Attendance has improved in recent years; it is in line with the national average and is continuing to improve. Combined with pupils' secure acquisition of key skills in literacy, numeracy and information and communication technology (ICT), this shows they have a good level of workplace and other skills to contribute to their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

**How effective is the provision?**

All aspects of the school's provision are effectively designed to have a significant impact on pupils' learning and well-being. Teachers generate infectious energy; all lessons are clearly focused, aim at the highest level and give pupils a real sense of ambition. This enables pupils to keep fully engaged. Teachers' use of assessment to support learning is exemplary; it is remarkably detailed, absolutely consistent across the school and provides genuine teacher-pupil dialogue leading to new targets and challenges. Pupils also regularly assess one another's work and carry out systematic self-assessments. In their questionnaires, almost all pupils said that know how well they are doing at school.

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Teaching is underpinned by an exceptionally well-planned curriculum, which takes account of pupils' needs and starting points. Setting by ability successfully enables staff to set work at the right level, but the sets are not fixed and pupils move from one set to another to ensure the best progress. In addition to ensuring rapid progress in English and mathematics, the school's curriculum is a strong vehicle for promoting creativity and learning in other areas. Through the federation, a wide range of imaginative and attractively presented materials enable pupils to learn about the world from various perspectives, for example the experience of being a refugee, or living in Turkey. These learning opportunities reflect pupils' own experiences and backgrounds, but also open up other areas of study. In a piece of writing called 'The Best Day', a Year 6 pupil chose the school visit to Lyme Regis, where pupils explore a different location to their own and gain an insight into another community. These examples demonstrate the strong link between the school's curriculum and its work to promote community cohesion. After-school activities are wide ranging and well attended.

Due to the excellent level of pastoral care and academic support, pupils whose circumstances make them vulnerable make exceptionally good progress. Individualised assessments, targeted support and rigorous tracking of progress underpin the support the school provides. Pupils are well supported when joining the school and well prepared for their next school. Almost all parents and carers returning a questionnaire agreed that the school keeps their children safe, and a very large majority of pupils agree that adults in the school care about them, as shown in their questionnaires.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The senior leadership team and other leaders and managers have inspired the school community to create a common sense of drive and purpose. Staff are deeply committed to the school's principles, have great faith in the school's leadership and have a shared understanding of what the school is striving to achieve. The governing body has played a key role in articulating this vision; it has shown itself prepared to take tough decisions and is totally clear about the outcomes it wants for pupils. Governors work in close partnership with the school's leaders. A very large majority of parents and carers returning questionnaires agree that the school takes account of their suggestions and concerns. They receive excellent guidance on how they can help their children learn at home. All information for parents and carers is of high quality. The partnerships established by the school are an extremely strong feature and have driven its improvements. The creation of the federation has enabled staff from all schools involved to share and implement the best practice. Other partnerships with external agencies play a key role in ensuring pupils are

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well cared for. Equality of opportunity is at the heart of all the school's work and all groups make equally outstanding progress; there is a very strong focus on developing mutual respect and harmony. The school adopts good safeguarding practice, with well-developed quality assurance and good quality training for all staff. Issues regarding safety are integrated into the school curriculum. The school has an excellent understanding of its context and the needs and aspirations of those it serves. The school community is highly cohesive, and the school is very successful in developing pupils' sense of the wider community through well-established links with other federation schools. There are excellent examples of the school using communities on a national and global scale to promote community cohesion further. The school makes excellent use of its resources to secure outstanding outcomes for pupils. It provides outstanding value for money.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The school makes very effective use of expertise within the federation to develop its provision, which has continued to improve since the previous inspection. The systems for tracking children's progress are exceptionally thorough. There is highly effective monitoring of teaching to ensure consistent quality. The provision takes full account of children's needs and emphasis is therefore given to reading, writing, letter sounds and numeracy skills. These aspects are very effectively addressed. In an outstanding lesson in the Reception Year, staff carefully planned activities to help children use and develop their key skills; expectations were high and children were involved in a wide range of activities, including role play, writing thank-you cards, making a book and practising words they had learned. The range of learning opportunities engages children very effectively; for example, they enjoy creative activities, ICT, singing and gardening. Staff have created a vibrant, stimulating environment. Teaching is enthusiastic and systematic. There is an excellent pace to lessons and children stay focused and interested. Children's welfare is



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given a high priority. The leadership's self-evaluation is rigorous, honest and makes full use of progress data. Due to highly effective leadership and teaching, children are now reaching standards above national expectations by the end of Reception, which, given their exceptionally low starting points, shows outstanding progress.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers have very positive views of the school, which are shared by inspectors. A very large majority agree with all statements in the questionnaire. All parents and carers feel well informed about their child's progress. There were a few written comments, mostly positive. Overall, parents show a very high level of satisfaction with all aspects of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at London Fields 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 381 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	70	17	25	4	6	0	0
The school keeps my child safe	40	58	26	38	3	4	0	0
My school informs me about my child's progress	41	59	27	39	0	0	0	0
My child is making enough progress at this school	36	52	28	41	2	3	0	0
The teaching is good at this school	45	65	22	32	1	1	0	0
The school helps me to support my child's learning	38	55	30	43	1	1	0	0
The school helps my child to have a healthy lifestyle	33	48	31	45	3	4	1	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)	26	38	30	43	1	1	0	0
The school meets my child's particular needs	34	49	29	42	1	1	0	0
The school deals effectively with unacceptable behaviour	34	49	30	43	3	4	0	0
The school takes account of my suggestions and concerns	28	41	35	51	3	4	0	0
The school is led and managed effectively	33	48	31	45	4	6	0	0
Overall, I am happy with my child's experience at this school	47	68	20	29	2	3	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



17 March 2011

Dear Pupils

**Inspection of London Fields Primary School, London, E8 3RL**

Thank you for making us so welcome when we visited your school. From talking to you and looking at your questionnaires we know that you believe that you go to an excellent school. We agree with you. The school is outstanding and provides you with a really good education. Your progress is excellent so that by the time you leave you not only reach and even exceed the national average in English and mathematics, but you know about many other aspects of the world and its faiths and cultures. We know you feel safe and well cared for and that adults listen to your views. You show an outstanding knowledge of how to keep safe, fit and healthy. We know that some of you feel that behaviour should be better, but the school has done a great deal to improve it and it is now good. Attendance in the school has also improved.

You can probably guess that we were very impressed with the school, and the significant improvements it has made in recent years. The school is doing so well that we have made just one recommendation:

- To increase the proportion of you who exceed the level expected for your age in English and mathematics.

You acquire the learning skills and positive attitudes to aim for the highest levels and we know that you will continue to thrive at the school.

Yours sincerely

Barnard Payne

Lead inspector

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