

INSPECTION REPORT

LAURISTON PRIMARY SCHOOL

Hackney

LEA area: Hackney

Unique reference number: 100229

Headteacher: Heather Rockhold

Reporting inspector: Lysbeth Bradley
1994

Dates of inspection: February 28th – March 1st 2000

Inspection number: 189549

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Katie Cullinan
Date of previous inspection:	15 th – 19 th April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lauriston is a one-form entry primary school situated in the heart of its local community with 254 boys and girls, aged 3 - 11 on roll, including 15 full-time and 20 part-time nursery children. It is similar in size to other primary schools and heavily oversubscribed. The percentage of pupils eligible for free school meals is above the national average. When children start in reception their attainment is broadly average with an extremely wide range of ability. Forty-eight per cent of pupils come from ethnic minority backgrounds. Currently 29 languages are spoken, but no one language predominates. Twenty-eight per cent of pupils speak English as an additional language, which is very high, but less than five per cent are at an early stage of language acquisition. The percentage of pupils on the school's register for special educational needs has increased and is above the national average. The school has recently admitted a small number of pupils with complex physical needs. The proportion of pupils with a statement is also above the national average.

HOW GOOD THE SCHOOL IS

Lauriston is an excellent school, which provides an outstanding quality of education for all of its pupils. This is a true community of learners that aspires to the very best for all its members. The exceptional leadership of the headteacher and the dynamic teamwork of the staff result in teaching of a very high standard and a curriculum of striking breadth, depth and imagination. Pupils consequently make rapid and sustained progress, and achieve high standards in every area of the curriculum. They leave the school as quietly confident young people who love learning and who have acquired a well-developed sense of justice. The school gives very good value for money.

What the school does well

- The inspirational leadership of the headteacher results in outstanding teamwork where all members of the school community play a full and influential part in the school's development
- There is highly effective teaching across the school which enables children, whatever their interests and abilities, to become natural and confident learners who achieve well
- The pupils achieve higher than expected standards in all subjects, and in English, mathematics, information technology (IT), history, art and music much higher standards, because the quality and range of the curriculum is second to none in its richness and vitality
- Pupils' personal development is outstanding and is the bedrock on which the very good learning is achieved because each element of pupils' spiritual, moral, social and cultural development is nurtured with thoroughness and thoughtfulness
- The children are at the heart of the school's work and their parents and carers have high expectations and play an integral part in the school's continuous improvement

What could be improved

- The school's revised marking policy is not yet consistently implemented with the consequence that opportunities are sometimes lost to make specific teaching points which take the pupils' learning on
- The school does not meet the requirement to provide a daily act of worship

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. In the intervening four years, significant strides have been made, not only in addressing the key issues identified in the previous report very successfully, but also in maintaining the identified strengths of the school and in continuing to develop existing sound practice. Procedures for assessing and monitoring pupils' attainment have been refined to a high degree. This has enabled teachers to provide learning activities that challenge all pupils, whatever their level of attainment, which has further raised standards of achievement. National test results show that a significant minority of pupils achieve at a faster rate than expected and that the percentage of pupils attaining the higher levels is now well above the national average.

Monitoring by curriculum co-ordinators is now of a consistently high standard, includes innovative

strategies, and ensures that all members of staff continuously review and refine their practice in the light of valuable feedback from trusted, professional colleagues. At the last inspection, the quality of teaching was judged to be sound overall. Since that time, it has improved significantly, a view expressed at the parents' meeting. Although very good teaching was observed last time, it is now of a consistently high standard throughout the school. This has led to very high standards in literacy, numeracy and IT and sustained high standards across all subjects of the curriculum at a time when the school has successfully admitted a small number of pupils with specific learning and complex physical needs. The school now not only meets the statutory requirements for design and technology, but also enables pupils to produce work of a high standard through links with a local technology college. The increasing enrichment of the curriculum through the school's impressive partnerships with many other learning institutions is the key reason why the school's cultivation of pupils' spiritual, moral, social and cultural development is now excellent, as is pupils' personal development. Rates of improvement have been excellent and the school is very well placed to continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	B	A
mathematics	A	A	A	A
science	A	A	C	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the three years from 1997, standards have kept pace with the national trend whilst remaining above average when compared with schools across the country. Overall standards in the core subjects of English, mathematics and science are well above average when compared with schools where a similar percentage of pupils is eligible for free school meals. Standards in science declined temporarily in 1999 because the school concentrated on integrating the national strategies for literacy and numeracy into their schemes of work. Evidence from inspection confirms that this was a blip and that standards are above average. The school bucks the national trend because boys and girls achieve equally well, as do pupils from ethnic minority families. Examination of the school's records demonstrates that a significant number of eleven-year-olds gained three levels between the end of Key Stage 1 and Key Stage 2. The percentage of pupils attaining the higher level five was well above the national average. These significant gains stem directly from improved assessment and planning procedures that enable the school to set ambitious targets based on a very clear analysis of the needs of individual pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils thoroughly enjoy coming to school and show high levels of interest and involvement in every aspect of school life. A love of learning shines through in their work and extracurricular activities.
Behaviour, in and out of classrooms	Very good. Pupils show a natural courtesy and respect for each other and all adults. They uphold the rules very well and remind each other of how to behave.
Personal development and relationships	Excellent. Pupils' personal development is the bedrock on which the very good quality of learning is built. The quality of relationships between all members of the school community is exceptional. Pupils show great care and kindness to each other and are justly proud of their own and other's achievements whatever their ability or disability.

Attendance	Good overall and improving. At Key Stage 2 attendance is very good.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is of a consistently very high standard across the school. Of the lessons observed, one quarter was judged to be excellent and a half to be very good. The remaining quarter was satisfactory or better. No unsatisfactory teaching was seen. Excellent teaching was observed in every part of the school. Such a high degree of consistency among teachers is impressive and directly related to the dedication of all staff members to the continuous improvement of their practice. This is a marked improvement since the previous inspection when teaching was judged to be sound overall, varying from sound to good. The basic skills of literacy and numeracy are extremely well taught with the result that pupils rapidly gain in confidence in using and applying them in a wide variety of contexts.

The most significant strengths, among many, in the quality of teaching are:

- The very high standards that teachers and pupils aspire to whatever the subject
- The emphasis that teachers place on making learning a team effort so that pupils understand not only what they are learning, but also how they are learning
- The depth of subject knowledge and high quality planning that enable teachers to meet the needs of all pupils very effectively
- The commitment and expertise of support staff and volunteers who work with pupils across the ability range

On one or two occasions, teaching large classes in cramped surroundings makes it difficult for teachers to realise their ambitious plans and this limits the impact of the imaginative planning and use of resources on the progress made by a minority of pupils.

Pupils exhibit many strengths in the way they learn:

- Boys and girls play an equally full part in lessons, showing the ability to ask questions, to reason things out, to experiment and to learn from each other
- They develop independence in thought and actions from an early age
- They are not afraid of hard work, are prepared to go the extra mile and respond very well to challenges, whatever their age, gender, ethnicity or ability.
- Pupils are confident to say when they do not understand and to acknowledge when they have done well

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum encompasses everything that a child needs to become a life-long learner, providing great breadth, depth, relevance and balance. The range of stunning opportunities that the school provides on a very regular basis across the whole curriculum gives each pupil every chance to discover where their talents lie, to pursue their interests and to achieve very high standards.
Provision for pupils with special educational needs	Excellent. The depth of knowledge among key staff is impressive and the on-going refinements in the school's procedures for early identification, target setting, teaching, and working in partnership with parents and other

	agencies, is second to none. Pupils make very good progress whatever their specific learning need.
Provision for pupils with English as an additional language and those from ethnic minorities	Very good. Monitoring and assessment procedures are well established. The school is quick to identify needs of bilingual learners and also acts quickly to address the underachievement of pupils from ethnic minorities. A range of effective strategies is employed which results in pupils making very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Each element is nurtured with thoughtfulness and thoroughness. The school's highly productive partnerships with a wide range of professional institutions, museums, galleries and businesses give all pupils a wealth of experiences and learning opportunities to enrich their understanding of themselves, the community in which they live and the world wide community.
How well the school cares for its pupils	Excellent. All members of the school community work together for the good of the children. Assessment procedures are of a high order and their consistent use is what makes the match of work and support to individual need so good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is the lynchpin of the learning community. She leads with her head and her heart in equal measure and has been highly influential in enabling all members of staff, governors, children, parents and friends of the school to play a full and active part in the school's development.
How well the governors fulfil their responsibilities	Very good. Governors are heavily involved in the work of the school and understand its strengths and areas for development well. They do not ensure that a collective act of worship takes place each day.
The school's evaluation of its performance	Excellent. The school never stops questioning how things could be better and initiates improvement based on a rigorous analysis of data.
The strategic use of resources	Excellent. The school shows flair and imagination in making the best possible use of all resources, maximising every opportunity and grant available. The principles of best value are applied in exemplary fashion.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Pupils behave well and take good care of each other • Staff are very hard-working, very approachable and readily available to discuss concerns • The teaching is good and the school expects children to work hard and achieve their best • The school is well led and managed • The school is successful in enabling children 	<ul style="list-style-type: none"> • The building is inadequate; classrooms are too small for the number of pupils in each class • Large mixed ability classes do not enable teachers to give enough time to individual pupils • The range and availability of activities that the school provides outside lessons • They do not always know how well their children are getting on • Their children either get too much or too little work to do at home

to become mature and responsible • Pupils achieve high standards in the creative arts	
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The inspection team fully endorses parents' positive views. The team considers that many classrooms are small for the numbers in the class, but acknowledges that the school does all it can to minimise the constraints. By making excellent use of available space, and providing good levels of skilled support staff, pupils are not significantly disadvantaged. Although most classes are large, the quality of teachers' planning is very effective in challenging pupils of all abilities. Each reception and Key Stage 1 class now has two full-time teachers with the formation of two small teaching groups for higher and lower attaining pupils in literacy and numeracy. Because of additional pressures on staff, the school recognises that the number of activities outside lessons has declined. In addition, the criteria for selecting who will take part have not been explained clearly to pupils and parents. However, the team considers that pupils are not disadvantaged because the school provides a much wider range of quality experiences for pupils through regular visits and visitors than is the case in most schools. The school has developed very good procedures for providing information to parents about their children's progress. Annual pupil reports are detailed and comprehensive with clear targets for improvement. Targets are also set at consultation meetings between parents and teachers, and review meetings are held each term with parents whose children are on the special needs register to monitor progress towards their targets. The work children are asked to do at home is purposeful and encourages them to develop independent study habits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The inspirational leadership of the headteacher results in outstanding teamwork where all members of the school community play a full and influential part in the school's development

1. What strikes every visitor within the first few minutes of entering the building is how successful the school has been in developing a community of learners where everyone works alongside each other for the benefit of the pupils and for their own personal and professional learning. There is a tangible ethos in the school based on a high achievement culture and a belief that nothing is unattainable. This is a place that hums with purposeful activity and where a love of learning, a willingness to work hard and to have fun exist side by side in equal measure. Such commitment and enthusiasm has not come about by serendipity, but has been brought about surely and steadfastly over a long period by the headteacher. She is the lynchpin of the school community who leads from the front, alongside and from the back, with quiet and unassuming authority. She has been highly influential in enabling all members of staff, governors, children, parents and friends of the school to play a full and active part in the school's development. This means that at different times and for different reasons, different individuals take centre stage to provide leadership and support to the others. The excellent quality of relationships between all adults who work in the school has a significant impact on the way that pupils relate to each other and to every adult they come into contact with. It is rare to find such courtesy, thoughtfulness and confidence in a primary school.
2. Key staff make a very significant contribution as outstanding role models for colleagues, pupils and other adults, including the many trainee teachers who learn their craft at Lauriston and who frequently join the staff as qualified professionals to continue their development. The very strong links that the school and the Institute of Education have developed over the years has brought enormous benefit to the pupils, because standards of teaching have been driven upward through teachers constantly analysing and questioning their practice in order to raise achievement on a very broad front. Because teachers and all other staff see themselves as learners who are always seeking to develop new understanding and skills, and to unlock potential in themselves and others, their pupils find their thirst for learning infectious. Questions such as 'How do we know?', 'How can we find out?', 'Is that the only way?', 'Do you think we can improve on that?' echo around the school in classrooms, corridors and staff room.
3. The school has achieved 'Investors in People' status for two years running and applies the principles to the letter in releasing everyone's full potential. There is total commitment to promoting life-long learning for the pupils, staff, governors and parents. Parents at the meeting, and in the response to the questionnaire, said how much they valued the school's approach. There are superb internal structures in place for monitoring and evaluating the school's performance, based on the premise that however good things are, they can be improved still further. Excellent training and development programmes ensure that staff and governors have the knowledge and skills to keep pace with the rapid and continuous pace of change in education. Governors are strongly committed to the community and its pupils, and purposefully involved in every aspect of the school's work. The governing body understands the school's strengths and areas for development very well and is not complacent, even when things are going well. Governors ensure that excellent strategic use is made of the school's resources and apply the principles of best value in exemplary fashion. The staff shows flair and imagination in making the best possible use of all resources, maximising every opportunity and grant available for the benefit of the pupils.
4. A plate on the wall of the headteacher's office is inscribed 'Lauriston - Learning - Love - Laughter'. This is a fitting tribute to what has been achieved by everyone involved in the school's past development and underpins their aims for the future.

There is highly effective teaching across the school which enables children, whatever their interests and abilities, to become natural, confident learners who achieve consistently well

5. Teaching is of a consistently very high standard in all areas of learning and in every class. Of the twenty-eight lessons observed three-quarters were judged to be very good or better and one quarter of all lessons was judged excellent. The remaining quarter was satisfactory or better. Only ten per cent were less than good and none was unsatisfactory. Excellent teaching was observed in every part of the school. Such a high degree of consistency among teachers is impressive and directly related to the dedication of all staff members and commitment to the continuous improvement of their practice. This is a marked improvement since the previous inspection when teaching was judged to be sound overall, varying from sound to good.
6. Such high quality teaching would not have been achieved without many excellent management systems, which provide rich sources of information for teachers about the impact of their practice on standards and learning. The way in which the school manages the needs of individual pupils is a good illustration of exemplary practice. The school has established a wide range of excellent assessment procedures, which provide detailed information on which teachers base their planning for individuals and groups of pupils. Teachers have become highly skilled in using and interpreting a variety of assessment tools based on the continuous review of their usefulness and accuracy. The special needs team, comprising the headteacher, the special educational needs co-ordinator (SENCo), the special needs teacher, the literacy co-ordinator and ethnic minority achievement and reading recovery teachers, meets fortnightly. It monitors the implementation of policy and reviews the needs of individual pupils who are on the school's register of special needs. This may be because they have learning, behavioural or physical needs, because a particular talent has been recognised, or because there is a concern. Class teachers and learning support assistants attend these meetings when pupils in their care are discussed so that any decision or target is based on all the available evidence. Because teachers know their pupils so well, it is not only possible to set them aspirational targets, but the likelihood is that they will be achieved.
7. The basic skills of literacy and numeracy are extremely well taught. As a result, pupils quickly become confident in using and applying them in a wide variety of contexts, both real and imaginary. In one excellent mathematics lesson on mass, pupils in Year 5 made very good gains in understanding because the teacher's planning took very good account of what the pupils already knew and the levels of understanding and confidence within the group. The lesson was characterised by the imaginative and challenging range of activities that grabbed the pupils' attention, and promoted very good levels of discussion and problem solving. The teacher and learning support assistants displayed effective team work and were very skilled in knowing when to plant a question to challenge the thinking of higher-attaining pupils, or when to provide encouragement and additional support. A pupil with complex physical needs and others with specific learning difficulties were enabled to play a full part and make very good progress. Pupils were totally involved throughout the lesson, worked at a very good pace and many demonstrated a real sense of achievement when they explained what they had learned to the other pupils. This lesson exemplified the emphasis that all teachers place on making learning a team effort and on encouraging thinking skills, so that pupils understand not only what they are learning, but also how they are learning. Very high quality teaching and learning enabled pupils to make very good progress whatever their prior attainment.
8. Children are taught to think for themselves, from the moment they start school. In the nursery, the teaching staff works extremely hard to establish clear routines and expectations. Activities are carefully structured to promote skills and understanding in specific areas of learning, whilst never losing sight of the way in which very young children make sense of their world. Language and literacy are taught particularly effectively in the nursery and reception so that the children are very well placed to take full advantage of the National Curriculum once they reach statutory school age. A literacy lesson for pupils in Year 1 demonstrated how effectively teachers build on the foundation curriculum. Although a large class, grouping the pupils by attainment meant that the two teachers both worked very effectively to meet the needs of the higher and lower-attaining pupils. The

teachers encouraged boys and girls to play an equally full part in lessons. The management of pupils was of a very high order with an impressive consistency involving all staff. The teachers demonstrated a love of language; their infectious enthusiasm captured the attention of their pupils and sparked their own curiosity for language. It was a truly collaborative effort to discover how to spell 'tincey wincey'! The teachers' insistence on the precise use of language took very good account of the needs of bilingual pupils and those at an early stage of learning English. For higher-attaining pupils, the teacher's excellent explanations and carefully structured questions supported her very high expectations that they would compare and contrast the structure, plot and characterisation of two fairy tales. This promoted very effective learning and very high attainment for such young pupils.

9. On one or two occasions, teaching large classes in cramped surroundings made it difficult for teachers to realise their ambitious plans and this limited the impact of the imaginative planning and use of resources on the progress made by a minority of pupils. In the main, however, teachers are successful in enabling their pupils to become effective learners.

The pupils achieve higher than expected standards in all subjects, and in English, mathematics, information technology, history, art and music much higher standards, because the quality and range of the curriculum is second to none in its richness and vitality

10. A key issue from the last inspection was to make provision to challenge the more able pupils. The school took this issue very seriously and made a number of changes in its practice. Assessment procedures have been refined to provide accurate information on individual attainment and progress on a very regular basis. Teachers' planning has improved as a result and takes very good account of the different levels of attainment, providing pupils with just the right level of challenge whatever their understanding and skills. Very good subject knowledge and a deep understanding of how children learn ensures that the teachers have very high expectations of what their pupils can achieve. In many of the lessons that inspectors observed, the pupils were working at a much higher level than expected, whatever the subject. Where the school identifies a need for expert input, professional artists, musicians, technologists and writers share their craft and demonstrate techniques so that pupils have excellent role models.
11. Standards have improved significantly in the core subjects of English, mathematics, science and IT where they were previously judged to be sound overall. Standards are well above average in English, mathematics and IT, and above average in science. At Key Stage 1, the percentage of pupils reaching the higher level 3 in reading, writing and mathematics was well above the national average and in the top five per cent when compared with similar schools. Inspectors observed a few pupils in Year 2 working at level 4 in English. The quality of their discussion of a very demanding poem showed insightful analysis well beyond their years. At Key Stage 2, the percentage of pupils achieving level 5 in English and mathematics was well above the national average and in the top five per cent when compared with similar schools.
12. These improvements have been brought about at a time when the school has admitted a growing number of pupils with special educational needs. Not only does the school provide a curriculum that challenges the higher-attaining pupils to achieve very high standards in national tests and across the whole range of subjects, but it also provides very well for all others. Pupils of average or below average attainment, those with special needs and those who speak English as an additional language all make very good progress. At Lauriston, no group of learners is short-changed.
13. In the creative subjects of art and music standards are exceptionally high and pupils show a considerable maturity in their approach to the subjects and in the breadth and depth of their knowledge. This dimension to the school's work makes the school a very exciting place to learn. The richness and diversity of pupils' art work displayed in every part of the building draws the visitor's eye from the dilapidated state of the building and leads them into a magical environment. Who could fail to be stimulated by the astounding collections of objects in the school's museum? It

is a source of curiosity for pupils of all ages to pursue investigations in history, geography, music, design and technology, and during the inspection it was in constant use.

14. The quality of pupils' writing is exceptional. Although the integration of the national literacy strategy into the school's English curriculum has added an edge to the work, the very high standards observed across the school would not have been achieved if the school had concentrated on literacy to the exclusion of all else. It is because the school has remained true to its aims and maintained a very broad curriculum that pupils have found an individual voice to express themselves with such clarity and perception on a wide range of subjects. Pupils in Year 3 were inspired by their work on Alaska, and researched wild life of the area using books and the Internet. Their writing displayed not only a deep interest in the subject, but also a breadth of vocabulary and complex sentence construction, and a maturity in structuring the information that took very good account of the reader. Pupils in Year 4 produced narrative, which embodied an impressive understanding and use of metaphor and simile – 'It was strange seeing the sea change from a calm, peaceful tiger to a vicious one...it sucked up all its strength and roared louder than it had ever roared before'.
15. There is extensive and imaginative application of literacy and numeracy across curriculum, which ensures that the basic skills are very well taught and pupils learn to apply them in a variety of situations. The school's excellent work-related curriculum, which has been developed and refined over a number of years, provides pupils with relevant contexts where they develop real knowledge and understanding rather than simply acquiring a host of unconnected facts and come to understand the purpose of learning new skills. It comes as no surprise that pupils love learning and believe that it is 'cool' to do well.

Pupils' personal development is outstanding and is the bedrock on which the very good learning is achieved because each element of pupils' spiritual, moral, social and cultural development is nurtured with thoroughness and thoughtfulness.

16. This is a school where every aspect of pupils' development is planned for systematically and nurtured with thoroughness and thoughtfulness. The school is committed to developing itself as 'a community of learners' where there is a love of learning and where learning is seen as a life-long process. This could not happen without a very high level of trust which encourages pupils' independence of actions and thought, and a very strong commitment to equality of opportunity in all that the school provides.
17. Pupils show high levels of interest and involvement in every aspect of school life. Participation in the school council makes them equal partners in the school's development. Those children that inspectors spoke to during the inspection could not stop talking about how much they liked the school. The quality of relationships between pupils, and pupils and adults, is an outstanding feature. The unfailing courtesy and respect they show for each other and all adults shines through. They have highly developed self-discipline and the vast majority upholds the rules with impressive consistency, reminding each other of what is appropriate behaviour. Pupils have a natural sense of justice and an acceptance of others, whatever their ability or disability, creed or point of view. They show unfailing kindness and consideration to children with complex physical needs and are very helpful to one another and children who live in other parts of the world.
18. Each pupil plays a very full part in the life of the school. They learn without fear or favour and are justly proud of their own and others achievements on a very broad front. The school plans every activity and visit with meticulous care to ensure that every opportunity is accessible to all its pupils, often going to considerable lengths to achieve this end. For example, every pupil in Key Stage 2 has the opportunity to learn a musical instrument, a cost that is borne by the school so that no pupil is disadvantaged. In addition, each Key Stage 2 class works with a professional sports coach once a year, whether the focus be football, dance or cricket. The staff is open to new ideas and suggestions from pupils who avail themselves of the opportunity to influence decisions. One pupil

with limited mobility, who is a keen football fan, has asked to be included on the team of selectors so that he can contribute to the success of the team.

19. The school is committed to providing a curriculum that has breadth, balance and depth, and has striven to maintain this whilst ensuring that the national literacy and numeracy strategies are successfully integrated. The school continues to give the creative arts a pivotal role in the curriculum, a decision applauded by parents. Music, art and drama provide a host of opportunities for pupils to discover hidden talents and to express themselves in a variety of ways. The superb quality of pupils' musical performance and the stunning art work on display in school are both testimony to the way in which the creative arts have raised expectations among the staff who, in their turn, have brought out the very best in the pupils.
20. The cultivation of pupils' spiritual, moral, social and cultural development has always been at the top of the school's agenda. The staff has identified key elements in each aspect and these are kept under review to measure their continuing appropriateness. Over the past four years, the planning for each element has been refined and improved. The school has widened its links with the local and wider community in order to provide pupils with broader perspectives. Regular work with the October Gallery has introduced a global perspective to pupils' art appreciation. It is considered of paramount importance in pupils' spiritual development that they should develop the ability to reflect on, and respond to, the challenge of the ever-widening breadth of experience. To perform in St Matthew Passion in church at Easter, to publish poetry and photographs, or to plan a private view of their own art work at a local gallery are illustrations of the myriad ways in which Lauriston pupils rise to the occasion.
21. When staff and governors made the decision to welcome into their school those pupils who had previously attended a special school because of their complex physical needs, it was for the benefit of all pupils. However, the staff did not imagine that the policy would make such a positive impact on the pupils' personal development. Pupils and staff have both been forced to face up to and reflect upon their own assumptions and on the prejudice that sometimes exists in society. It has brought out in the pupils the important qualities of care, friendship and tolerance and has frequently acted as a catalyst for unity.
22. History, geography and religious education make very effective contributions to pupils' moral and cultural development. The imaginative way in which learning is planned gives pupils many opportunities to learn at first-hand. Visits to local places of worship, such as the Mosque in a nearby borough and the local Evangelical church, make pupils aware of different faiths. Parents play an important part in talking to the pupils about their own beliefs and rituals. A yearly history topic, studied by the whole school and culminating in a celebration for pupils, parents, staff and governors, brings the past alive, whether it is a Tudor feast or a Victorian music hall.
23. As a result of meticulous attention paid to developing the whole child, pupils' personal development is excellent. They leave the school as well-rounded young people who have ambition and compassion in equal measure.

The pupils are at the heart of the school's work and their parents and carers have high expectations and play an integral part in the school's continuous improvement

24. Everyone at Lauriston works together for the good of the pupils. All members of staff are unfailingly kind and the pupils trust them absolutely and know that they can be relied upon in every situation to provide wholehearted support, and valuable guidance.
25. The school has established excellent systems of support, many of which go the extra mile. For example, parents are invited to review meetings each term for every child who has been placed on the school's register of special need, whether the child is on Stage 1 or Stage 5. This enables parents and staff to work together from the beginning to identify, support and review each child's particular needs and leads to many individual pupils making much greater progress than expected in

intellectual and personal development.

26. The school has continued to develop its partnership with many institutions so that all pupils have the opportunity to work with professionals in many different fields. This serves to widen the horizons of pupils, teachers and parents and to open up children's minds to greater possibilities for their futures. The opportunity to work with artists, archaeologists, musicians, poets, sportsmen and women, to name but a few, sets a standard that pupils and teachers alike can aim for. Parents are particularly valued for the knowledge and experience of the world of work they can share with teachers and pupils – whether as ceramists, gardeners, restaurateurs, lollipop ladies, fire fighters or architects. In addition, expectant mothers have worked with the youngest children as they learn about new life.
27. The last report spoke highly of the ways in which the school and parents work together. The quality of partnership has been maintained, although governors consider that they still have some way to go in involving every family as they would wish. The school genuinely considers parents' views and has developed many ways to do this effectively, whether through questionnaires, workshops, or home-school books. There are many opportunities for parents to discuss their child's progress, both formal and informal. Members of staff are very accessible, extremely approachable and always prepared to discuss a concern a parent may have, however small. The quality of pupils' annual reports is very good indeed. They tell parents clearly what pupils are doing, how well they are doing and whether it is good enough. They provide indications of the level at which their child is working in relation to the class and their age. Targets are set in reading, writing and mathematics and there is guidance for parents to help their child to improve. Both parents and children are given space to comment.
28. Parents and carers are encouraged to become involved in many aspects of school life. At a recent international evening, parents, children and staff had the opportunity to come together and sample food from across the world, prepared by many members of the school community. There are opportunities for parents to become involved in family learning projects and training is provided for those who work with children in the classroom. Parents frequently accompany pupils on visits to museums and galleries. Working in partnership with the staff and experiencing the curriculum at first hand, not only provides them with good insights but further raises their expectations of what is possible for their children. Parents and carers have high expectations of the school and are not afraid to make suggestions or to voice concerns.
29. Whilst the school works very effectively with parents, it does not always communicate as clearly as it might with parents and the local community. At the meeting for parents concern was expressed that Afro-Caribbean boys were not achieving as well as other pupils. The school monitors test results comprehensively by gender and ethnic background. It is known that boys achieve the same standard as girls, unlike boys nationally, and in addition that there is no significant difference in the attainment of pupils from different ethnic groups. However, the school has failed to communicate this information to parents. Although there are very good procedures for communicating the achievements of individual pupils to parents and those institutions who work with the school speak very highly of the quality of work in school, the school's prospectus is low key and does not celebrate the outstanding achievements of the school.
30. Without a doubt, pupils at Lauriston derive great benefit from the very effective partnership that exists between their families and the school. Not only does it enable them to thrive during their years as a pupil, but it lays a solid foundation for life-long learning that they may one day share with their own children.

WHAT COULD BE IMPROVED

The school's revised marking policy is not yet consistently implemented so that opportunities are sometimes lost to make teaching points and take the pupils' learning on

31. Following the last inspection, which identified the need to refine procedures for assessing and monitoring pupils' attainment, the school made many effective improvements. Assessment procedures are of a very high quality and their use is what makes the match of work to the individual pupil so good. The school's recently revised marking policy provides comprehensive and concise guidance to all teaching staff. It is founded on clear principles and sound procedures to ensure that its central purpose as an effective teaching strategy can be understood and implemented by everyone concerned. Many aspects of the policy have been taken on board. Teachers are consistent in marking work regularly and with good attention to accuracy. Everyone is constructive in their comments, which convey to pupils that consideration of their work has been thorough. Comments are positive in tone, acknowledge success and give support and encouragement on an individual basis.
32. The best marking is of an exceptionally high quality. Extensive feedback is provided to older pupils explaining precisely what is particularly good about the work and in what way they can improve their next piece of work or modify their approach to the task. Questions are used very effectively to encourage the pupil to think more deeply and to respond to written comments. The teacher has established a dialogue with individual pupils who sign to show they have read what is written. A number of pupils have not only read the comments, but have responded positively and written back. The examination of workbooks indicates that many of the oldest pupils take good note of what has been written and improve their work as a direct consequence.
33. In lessons, all teachers demonstrated how clearly they assessed the contributions of individual pupils by the precision and helpfulness of their spoken comments. Notwithstanding, not all teachers give pupils such clear explanations of why their work is good or the ways in which they can improve when providing written feedback.
34. It is an excellent feature of the very good teaching throughout the school that teachers work in such close partnership with the pupils. In almost every lesson, teachers reminded pupils of what they had learned to date and then explained with great clarity what they would learn in the present series of lessons. They made it so clear what pupils would be learning and spelled out the standards of work that they expected from each and every one, that pupils could not fail to become partners in the process. The excellent use made of plenary sessions in many lessons gave pupils every opportunity to reflect on what they learned and what they might do next.
35. The school has made great strides in involving individual pupils actively in monitoring personal targets that are set each term and shared with parents. Individual teachers have developed target setting further by provided specific criteria by which older pupils can begin to evaluate their own work on a more regular basis. This initiative has the potential to be extended throughout the school in whatever way is deemed appropriate for the age and understanding of pupils.
36. The headteacher, staff and governors have demonstrated the effectiveness of their monitoring of teaching and learning. Imaginative strategies have been used to good effect to provide staff and governors with valuable analysis of the impact on pupils' learning. Books are regularly monitored by co-ordinators against specific criteria to establish standards and progress. There is a need to monitor rigorously the school's revised marking policy to ensure that all staff fully understand its purpose and that it is consistently implemented. The potential is there to evaluate the impact of the policy on increasing pupils' involvement in their own learning and the extent to which this promotes greater independence and raises individual aspirations.

The school does not meet the requirements to provide a daily act of worship

37. The quality of whole school and key stage assemblies is very high. Pupils are actively involved in worship, and show interest and understanding when presented with religious and humanitarian issues. Music is used very effectively to promote an atmosphere where spiritual and moral issues are explored in depth, and reflection is cultivated very well. The sensitivity with which assemblies

are led enables pupils to talk openly about feelings which others listen to with understanding and compassion. The story of St David's perseverance in the face of adversity was told with humour and a liveliness that commanded pupils' attention. This led to one pupil recounting her feelings of inadequacy on joining the school and how she learned to persevere. On another occasion, the tragedy caused by floods in Mozambique was the focus for an assembly and pupils were helped to relate to the hardship suffered by children in other parts of their world.

38. The school does much to celebrate the many different faiths and beliefs of pupils who attend the school and those not represented within the school community. However, the governing body does not ensure that the statutory requirement to provide a daily act of worship is fully met. Although, it is understood that assemblies will not include all elements on every occasion, it is important that acts of worship are mainly of a broadly Christian character over time. The two assemblies that inspectors attended did not include a prayer or refer to a higher being. In addition, on one day during the inspection, teachers in Key Stage 1 did not follow the planned timetable for a class assembly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Lauriston Primary School is a highly effective school. Pupils are given a very good education in a calm, orderly and hard working environment. The very good quality of teaching to be seen across the whole school results in lively, stimulating and highly motivating activities for pupils and this, in turn, means they work hard and produce work of high quality. Standards of learning are very good as a result.

There are two aspects for further improvement where there is already evidence of excellent practice. In order to sustain, and improve upon, the present high standards, and maintain the many and significant strengths of the school, the headteacher, staff and governors should:

a) **Ensure that all teaching staff use marking as an effective teaching strategy for moving pupils' learning on by: -**

- identifying precisely what is good about pupils' work and what they need to concentrate on next
- involving individual pupils actively in setting and monitoring personal targets
- monitoring the school's revised marking policy rigorously to ensure that all staff fully understand its purpose and that it is consistently implemented.

Paras 33, 35, 36

b) **Ensure that the school's arrangements for collective worship fulfils statutory requirements by:-**

- holding a daily act of worship for all pupils of statutory school age
- including opportunity for prayer on a regular basis.

Para 38

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
25	50	14	11	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	207
Number of full-time pupils eligible for free school meals	?	70

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	5	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	77

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	16
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	11	8	9	
	Girls	15	14	15	
	Total	26	23	24	
Percentage of pupils at NC level 2 or above	School	81 (84)	72 (85)	75 (94)	
	National	82 (80)	83 (81)	87 (84)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	9	9	10	
	Girls	15	15	14	
	Total	24	24	24	
Percentage of pupils at NC level 2 or above	School	76 (84)	75 (94)	75 (87)	
	National	82 (80)	86 (84)	80 (86)	

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	20
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	12	13	12	
	Girls	9	11	10	
	Total	21	24	22	
Percentage of pupils at NC level 4 or above	School	66 (90)	75 (72)	69 (93)	
	National	70 (65)	69 (59)	78 (69)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	16	17	17	
	Girls	11	11	11	
	Total	27	28	28	
Percentage of pupils at NC level 4 or above	School	84 (93)	88 (93)	88 ([93)	
	National	68 (64)	69 ([64)	75 (70)	

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	32
Black – African heritage	9
Black – other	29
Indian	1
Pakistani	3
Bangladeshi	7
Chinese	1
White	134
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	19.4
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	220.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	12.5

Financial information

Financial year	98/99
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	£
Total income	594,559
Total expenditure	600,097
Expenditure per pupil	2362
Balance brought forward from previous year	8722
Balance carried forward to next year	3184

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	1	1	0
My child is making good progress in school.	52	42	3	0	2
Behaviour in the school is good.	59	39	0	0	2
My child gets the right amount of work to do at home.	47	36	0	0	0
The teaching is good.	66	29	1	0	2
I am kept well informed about how my child is getting on.	51	34	14	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	23	8	0	0
The school expects my child to work hard and achieve his or her best.	65	30	2	0	2
The school works closely with parents.	60	33	6	1	0
The school is well led and managed.	65	31	1	0	2
The school is helping my child become mature and responsible.	66	28	1	0	3
The school provides an interesting range of activities outside lessons.	31	40	20	5	2

Other issues raised by parents

Large mixed ability classes do not enable teachers to give enough time to individual pupils.

The building is inadequate because classrooms are too small for the number of pupils in each class.