

# INSPECTION REPORT

## **HALLEY PRIMARY SCHOOL**

London E14 7SS

LEA area: Tower Hamlets

Unique reference number: 100938

Headteacher: Ms M Tarrant

Reporting inspector: Carole Skinner  
23160

Dates of inspection: 12/01/00-14/01/00

Inspection number: 191691

Inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Halley Street Stepney London
Postcode:	E14 7SS
Telephone number:	0207 265 8061
Fax number:	0207 702 7637
Appropriate authority:	The Governing Body Halley Primary School
Name of chair of governors:	Ms Sue Barrow
Date of previous inspection:	27/1/97-31/1/97

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

There are 226 pupils who attend the school. Of these, 101 are boys and 125 are girls. The school is of average size compared with other primary schools. There are 204 pupils who attend full-time, and 22 who attend part-time in the Nursery. Altogether, there are 52 children aged under six in the Nursery and Reception classes. There are long waiting lists for places in both of these classes. More than half of the pupils are eligible for free school meals, which is well above the national average, but similar to other schools within the local area. All but a few of the pupils come from Bangladeshi families and learn to speak English as an additional language. Just over half of the pupils are at an early stage of learning to speak English. There are 57 pupils who have special educational needs. This is above the national average. The school serves two large housing estates which, over the past three years, have either been demolished and rebuilt, or refurbished, resulting in a considerable degree of disruption and uncertainty for both the families and the school. A high proportion of the pupils do not attend the same school for the whole of their primary education. Many pupils take extended leave at some time during their primary education to visit Bangladesh.

### **HOW GOOD THE SCHOOL IS**

Halley Primary School is an excellent school with many outstanding features. The quality of teaching and learning is very good, and this helps pupils to achieve standards in English, mathematics and science, by the time they leave the school, that are well above average when compared to those achieved by pupils in similar schools. Pupils are achieving very well in relation to their earlier attainment and there is much added value. The school provides very good value for money.

#### **What the school does well**

- Pupils make very good progress and achieve very good standards when compared to pupils in similar schools.
- Standards of behaviour are excellent, as are the relationships between pupils, and between pupils and adults.
- The quality of teaching is very good throughout the school, and this has a very positive effect on pupils' achievements.
- The leadership and management of the school are excellent and make an outstanding contribution to the school's effectiveness. This includes the work of the headteacher, her deputy, staff and governors.
- The school offers an excellent curriculum for pupils of all ages, which makes very good provision for the teaching of basic skills in reading, writing, mathematics, and English as an additional language.
- There is an excellent range of planned opportunities to develop the pupils' spiritual, moral, social and cultural awareness.

#### **What could be improved**

- The school achieves very high standards in all areas of its work. Staff and governors acknowledge that there is always room for further improvement and are constantly looking for ways to raise standards still further. Highly effective systems and strategies are in place to achieve this. There are no key issues for the school to address, other than to continue to pursue the priorities identified in its excellent school development plan.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The improvements made since the school's last inspection, in January 1997, are excellent. The standards achieved by the pupils have improved year by year, and are now significantly higher than those achieved by pupils in similar schools in English, mathematics and science. The school has set and exceeded challenging targets to improve standards in these three subjects. An outstanding programme of training and development for all staff, together with highly effective monitoring

procedures, have contributed to the significant improvements in the quality of teaching and learning. The headteacher, governors and staff responded to the previous inspection with enthusiasm, energy and commitment. They have transformed the process of school development planning to involve everyone productively in determining the future direction of the school, identifying relevant priorities and evaluating progress towards the set targets. The school has developed a valuable partnership with a multi-national company, which has made a significant contribution towards improving the quality of teaching in information technology and, subsequently raising standards of achievement. Staff, governors and parents have worked very effectively to raise levels of attendance to a satisfactory level. The school is very well placed to continue to improve in the future.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	C	A	well above average A above average B Average C below average D well below average E
Mathematics	E	E	D	A	
Science	E	D	C	A	

There has been a significant improvement in the school's results in National Curriculum tests over the past three years, although this has been greater in English and science than in mathematics. This improvement is reflected in the pupils' work seen during the inspection, which also showed a further rise in standards in mathematics to the level of the national average. This is also the case for seven year olds, whose standards in reading, writing and mathematics are also in line with the national average. This gives further evidence of continuing improvement. Two years ago, the school set challenging targets in English, mathematics and science for 2000. These have already been exceeded. In all other subjects, pupils achieve standards that are at least average, and sometimes above average, for their ages. There is evidence of work that is above average in some aspects of information technology, and the quality of pupils' work in art is particularly good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and show a keen interest in all aspects of school life. They give of their best at all times and have very good attitudes towards their work.
Behaviour, in and out of classrooms	Behaviour in lessons, at break times and around the school is excellent. Pupils are polite and show respect for each other and for adults.
Personal development and relationships	Personal development is excellent. Pupils willingly take on the extra responsibilities that are offered, and older pupils show initiative in helping to care for younger ones. Relationships throughout the school are excellent.
Attendance	Attendance has improved significantly over the past three years and is now satisfactory, although still slightly below the national average.

## 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.*

The teaching of basic skills in speaking, listening, reading, writing and mathematics, is very good throughout the school. Notable strengths of the teaching in all subjects are the excellent procedures for planning what pupils are to learn and the assessment of pupils' work and progress. All teachers have excellent relationships with the pupils and create a purposeful working atmosphere in the classroom. The school meets the needs of all pupils very well, and the teaching of English as an additional language is very good. In the lessons observed during the inspection, teaching was always at least satisfactory, and, in 86 per cent of lessons, it was good or better. Very good and excellent teaching was seen in 55 per cent of the lessons. Throughout the school, the quality of learning is very good, and pupils make very good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The opportunities for learning provided by the school are excellent. The school gives high priority to developing pupils' literacy and numeracy skills, and also provides a wealth of experiences to promote enquiry, creativity and a love of learning.
Provision for pupils with special educational needs	The school makes very good provision for pupils with a range of special educational needs, and this enables them to make very good progress. Targets are set for each pupil, and work is carefully planned to meet their individual needs. Teachers and assistants work closely together to provide very good support for pupils in lessons.
Provision for pupils with English as an additional language	The provision for the exceptionally high proportion of pupils with English as an additional language is very good. Bilingual teachers and assistants work very effectively with class teachers to ensure that pupils are supported very well in lessons. Pupils' progress in learning English is monitored very closely.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Teachers provide an excellent range of opportunities to help pupils develop spiritual, moral, social and cultural awareness. Pupils are encouraged to explore the values and beliefs of others, and to act on the basis of moral principles. Adults provide very good role models for the pupils' social development and encourage pupils to take responsibility and show initiative. There are a wealth of opportunities for pupils to learn about the richness and diversity of different cultural traditions.
How well the school cares for its pupils	The school makes excellent provision for the welfare and safety of its pupils. Teachers know individual pupils and their families very well, and respond to them in a positive and supportive way in an atmosphere of trust and mutual respect.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and staff with management responsibilities provide excellent leadership and clear educational direction for the school. They promote high standards in all areas of school life and are committed to rigorous monitoring, evaluation and development of teaching and learning.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities very effectively and have an excellent understanding of the school's strengths and the ways it needs to improve still further. Governors provide very high levels of support for staff and are very effective in checking on how well the school is doing.
The school's evaluation of its performance	The headteacher, governors and staff analyse the school's performance in great detail, taking into account all contributory factors. There is rigorous monitoring of all aspects of the school's work.
The strategic use of resources	There is highly effective, systematic budgeting for all expenditure, which is clearly related to improving the quality of the pupils' education. Pupils derive great benefit from wisely targeted spending. The school makes every attempt to obtain the best value possible in its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress in their learning.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• Behaviour in the school is good.</li> <li>• The school works closely with parents and keeps them well informed about their children's progress.</li> <li>• The teaching is good and the school is well led and managed.</li> </ul>	

The findings of the inspection team endorse the very positive views of the parents.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils make very good progress and achieve very good standards when compared to pupils in similar schools.**

1. There has been a marked improvement in the pupils' National Curriculum test results over the past three years, which is confirmed by the findings of this inspection. Test results in mathematics have not improved as much as in the other two subjects, but an increased focus on mathematics through the introduction of the National Numeracy Strategy is helping to raise standards further. The 1999 Key Stage 2 test results show that standards were in line with the national average in English and science, and below average in mathematics. In all three subjects, the pupils' results were well above average when compared with those of pupils in similar schools.

2. The findings of the inspection show that, by the age of 11, standards in English, mathematics and science are in line with the national average. This shows that pupils make very good progress during their time in school in acquiring basic skills, knowledge and understanding. Many pupils enter the school with little or no English and are at the earliest stages of learning. In the Nursery and Reception classes, they make very good progress in acquiring language skills and developing their knowledge and understanding of the world. This lays a firm foundation for teachers to build upon at Key Stage 1. By the end of Key Stage 1, pupils achieve average standards in reading, writing and mathematics. This shows that standards are continuing to improve when compared with the pupils' test results in 1999.

3. By the age of seven, pupils have learned to read simple texts and know how to work out unfamiliar words. They enjoy reading different types of text and demonstrate a sound understanding of what they have read. By the time they leave the school, pupils are able to tackle quite demanding texts and analyse the language used. Pupils in Year 6 offer a range of strategies for reading and spelling complex words: for example, '*Look for smaller words within a word*' and '*overpronounce a word*'. They explain what '*polysyllabic*' means and refer to '*unstressed*' vowels and consonants.

4. Writing skills are taught very well throughout the school, and pupils are given a wide range of opportunities to develop these skills across the curriculum. In Year 2, pupils write clear instructions about how to make a sculpture, after creating three-dimensional figures in the style of Alberto Giacometti. In Year 6, pupils write letters from war evacuees to their parents in London and compose informative newspaper reports.

5. The development of pupils' speaking and listening skills is very good and is central to the very good progress they make. Bilingual teachers and assistants work very closely with class teachers to enable pupils to develop a good understanding of English and to be able to participate in all aspects of school life. All adults have very high expectations of the pupils and these are reflected in the pace at which the pupils progress in learning to speak English with increasing fluency. In the Nursery, pupils are taught in an environment that is rich in language. Dual-language labelling on all displays helps children to make sense of their surroundings, and the teacher places great emphasis on extending the children's vocabulary while expanding their knowledge and understanding of the world. For example, when participating in their role-play 'at the garage', the teacher introduced and reinforced the names of vehicles and tools, and engaged in well planned conversations with the pupils.

6. By the age of seven, most pupils have acquired a basic understanding of the language and some have become quite fluent. Pupils understand instructions and listen very carefully to what the teacher is saying. They are able to express ideas and retell parts of a story, often giving their own explanations for what happens: '*Maybe he found the pearl when he was hunting for his food*'. Pupils develop a good understanding of how English is constructed and are able to create new words, for example, by changing the vowel sound in '*sock*'. They recognise that '*seck*' is not a real word and understand the meaning of '*sack*', '*sick*' and '*suck*'.

7. Pupils continue to develop their understanding and use of English throughout Key Stage 2 and become proficient in using the language by the time they leave the school. Pupils in Year 4 quickly identify unfamiliar and archaic words in a poem and recognise rhyming couplets and half-rhymes. They are able to distinguish between nouns, adjectives and verbs and suggest a range of more interesting alternatives for 'nice'. In Year 5, pupils explain the differences between myths and legends: 'a legend is more likely to have happened'. They go on to create their own myth. In Year 6, pupils express their ideas for and against homework confidently and thoughtfully. The pupils' very good achievements in reading, writing, speaking and listening contribute significantly to their learning across the curriculum.

**Standards of behaviour are excellent, as are the relationships between pupils, and between pupils and adults.**

8. Throughout the school day, the pupils' behaviour in lessons, and when they are at play or lunch, is exemplary. Pupils are very polite to each other and to adults. They have contributed to class rules and understand the reasons for them. In the playground, pupils respect each other's space when playing games, and behave sensibly. In the dining hall, the pupils' excellent behaviour helps to create a very pleasant environment in which to share a meal. Older pupils take responsibility for younger ones and behave in a mature manner. Pupils handle each other's property and school equipment with care and consideration. The pupils' exemplary behaviour in lessons makes a significant contribution to their very good pace of learning.

9. Pupils relate extremely well to one another and to all of the adults who work in or visit the school. These excellent, mutually respectful relationships have a very positive impact on the pupils' learning. Pupils work and play together very well. They are very tolerant of others and have learned to respect each other's differences. The very small minority of pupils who are not of Bangladeshi origin get on very well with others and are included in all activities in lessons and at playtimes. Pupils with special educational needs are treated with respect and understanding by their peers. Pupils help and support one another in lessons. For example, pupils in Year 5 worked together in small groups to create their own myth, and pupils in Year 2 worked well in groups to create a Chinese Dragon dance.

10. Children aged under five make very good progress in their personal and social development and learn to relate to each other and to adults very well. Their behaviour is excellent, and they soon learn what is expected of them.

**The quality of teaching is very good throughout the school, and this has a very positive effect on pupils' achievements.**

11. The quality of teaching is very good for all pupils, regardless of age, gender, ethnicity or capability. It takes account of the needs of all pupils with special educational needs and those for whom English is an additional language. It enables all pupils to make very good progress in their learning. This represents a significant improvement since the last inspection, when teaching was judged to be unsatisfactory in one fifth of the lessons observed.

12. There are a number of factors that make the teaching successful. The quality of teachers' planning is excellent. Throughout the school, teachers prepare their lessons thoroughly by identifying precisely what pupils are to learn, and providing appropriate activities for each group within the class, according to their needs. Teachers make sure that support staff are fully involved in the planning of pupils' work, that they are clear about the aims of the lesson, and that they maintain helpful records to show how well pupils are progressing. There is very good teamwork between class teachers and bilingual teachers and assistants, which contributes significantly to the pupils' rate of progress in mastering the English language.

13. All teachers have a very good understanding of the needs of the pupils in their class and a very good knowledge of the subjects they are teaching. They demonstrate very high levels of competence in teaching basic skills, such as literacy and numeracy, and they vary the methods they use to match the focus of the lesson. There is mutual respect between teachers, assistants and

pupils, which helps to create a purposeful working atmosphere in the classroom. Teachers assess pupils' work very thoroughly and use their assessments very well to help pupils overcome difficulties and increase their understanding.

14. In an excellent lesson in the Nursery, the teacher's extensive knowledge of the children, and the Early Years curriculum, informed his planning of a range of valuable experiences to broaden their knowledge and understanding of the world, and to develop their language skills. The children's understanding was improved by the teacher's very clear explanations and questions, and their enjoyment of learning was greatly enhanced by participating in imaginative role play with the teacher. There was excellent development of the pupils' vocabulary and language skills, and valuable planned opportunities for pupils to improve their manipulative, creative and social skills.

15. In a Year 2 mental mathematics lesson, the teacher developed pupils' skills in numeracy very well through a series of questions and problems of varying degrees of difficulty. These were aimed at particular pupils on the basis of the teacher's secure knowledge of what they already knew. The teacher's own enthusiasm inspired the pupils to do well and they rose to the high level of challenge in the activity. Pupils sustained concentration very well and were able to think for themselves. The pupils' use of mathematical vocabulary was reinforced and extended, and the teacher used the opportunity effectively to incorporate a wide range of concepts, such as *metres*, *pence*, *'consecutive'* and *'less than'*.

16. In a very good English lesson in Year 4, the teacher's lively and well-structured introduction to, and discussion of, a poem by Walter de la Mare engaged the attention and interest of all pupils as they analysed the language used. Two enlarged copies of the poem were used effectively to involve large numbers of pupils in identifying and underlining adjectives. The teacher provided a high level of challenge for the pupils as she asked them to pick out archaic words and rhyming couplets. Pupils responded well to the challenge, concentrated very well on the task and were quick to suggest ideas. Having substituted *'nice'* for some of the adjectives in the poem, the teacher then prompted pupils to suggest more appropriate and interesting alternatives, taking the meaning and context of the poem into consideration. They were imaginative in their responses, suggesting such alternatives as *'juicy'* and *'tasty'* to describe the rats in the poem.

**The leadership and management of the school are excellent and make an outstanding contribution to the school's effectiveness. This includes the work of the headteacher, staff and governors.**

17. One of the main reasons for the considerable improvements that have taken place since the last inspection is the outstanding leadership of the headteacher, her deputy, the governors and all staff who have management responsibilities. All work together as a highly effective team to promote high standards of achievement. The headteacher has a very clear vision of how the school should be, and this is shared by staff, governors, pupils and parents. Staff and governors have very high expectations of what can be achieved, and they reflect critically on what can be done to improve the quality of teaching and learning, and to develop more effective ways of working. They are successful in pinpointing what needs to be improved, and take effective steps to bring about change. The continuing improvement in the standards achieved by pupils over the past three years is one indicator of how successful the school has been in meeting its own aims and targets.

18. After the last inspection, a highly effective action plan was put in place. The whole process of planning for school improvement was overhauled, and all staff and governors were involved in producing, implementing and evaluating a three-year school development plan. Staff training and development were closely linked to its identified priorities, and subject managers took on greater responsibility for planning improvements in their own curriculum areas. The entire process was underpinned by rigorous and extensive monitoring procedures, which again involved staff and governors, to check on the effectiveness of the new strategies. The school's commitment to, and recent recognition by, the 'Investors in People' initiative has had a marked impact on how the organisation has evolved over the past three years. The outcome of all these carefully planned and monitored developments is a thriving, exciting school, in which each member's contribution is highly valued and where the quality of intellectual debate is outstanding.

19. The governors make a substantial contribution to the effectiveness of the school. They have an excellent understanding of what makes the school successful and of ways in which it can improve still further. They have high levels of expertise, and are quick to seize opportunities when they arise, such as bidding for 'New Deal' monies and helping to negotiate partnerships with industry. Governors have complete trust in the headteacher, who, in turn, values their support and guidance. They also expect the headteacher to be fully accountable to them and acknowledge their own accountability to parents, who are kept well informed about what is happening in the school. Governors make regular visits to the school and, through their committees and meetings with the headteacher and staff, they check on how well the school is doing and are successful in helping to shape its future direction.

20. The school's aims and values, which include a clear commitment to good relationships and to providing equality of opportunity for all pupils, are reflected in every aspect of its work. They are evident in the warmth of the welcome that is offered to visitors, and in the attractive and stimulating learning environment, which is beautifully maintained. It is, perhaps, most obvious in the sense of pride in the school that is shown by all pupils and staff, and the atmosphere of love and respect that pervades the school. Above all, there is a very strong, shared commitment to continue to improve, and a strong determination to succeed.

21. Governors and staff have clearly identified appropriate priorities for the future and these are carefully considered when deciding how money will be spent. The school makes the best possible use of its resources in order to achieve its aims and targets. As a result, all pupils derive great benefit from wisely targeted spending. Detailed future projections enable the school to set aside monies to meet known shortfalls in funding and to maintain its good staffing levels. The Ethnic Minorities Achievement Grant is used very effectively to support the teaching of English as an additional language throughout the school, and this is clearly having a significant impact on the quality of teaching and learning. The school makes very efficient use of new technology, including information and communications technology, to support pupils' learning and to assist in the analysis of data. Administrative procedures are highly efficient and ensure that the school's finances are kept in good order. The school makes every effort to secure the best value possible in its purchase of services and resources.

**The school offers an excellent curriculum, which makes very good provision for the teaching of basic skills in reading, writing, mathematics and English as an additional language.**

22. The school provides a very broad range of worthwhile opportunities for learning for pupils of all ages. Teachers use all available information to get to know their pupils very well, and the curriculum is carefully structured and tailored to meet their needs and to prepare them well, not only for the next stage of their education, but also for their future adult life. The curriculum fully meets statutory requirements, and the provision for the teaching of religious education is of very high quality. Teachers are very well informed about national initiatives and developments, and make very good use of all available guidance to inform their planning of the curriculum. The school makes very good provision for pupils with a range of different special educational needs and every effort is made to ensure that the planned curriculum addresses the needs of each individual. The teaching of English as an additional language is given very high priority and is integrated firmly into pupils' work across all aspects of the National Curriculum. Bilingual teachers and assistants play a valuable role in ensuring that all pupils have equality of access to the curriculum and the opportunity to benefit from what is provided.

23. The curriculum that is provided for children aged under five in the Nursery and Reception classes has many outstanding features. It reflects the depth of understanding of education for children in the Early Years that was demonstrated in a discussion with the coordinator, whose own expertise is considerable. The curriculum is planned with great forethought and seeks to prepare pupils well for the early stages of the National Curriculum. It achieves a very good balance between structured work in literacy and numeracy, which is directed by the teacher and lays a firm foundation for the children's future learning, and curricular provision, which is equally well planned and structured, but allows pupils to exercise independence in selecting activities .

24. At Key Stages 1 and 2, the curriculum continues to build very effectively on the foundations that were laid in the Early Years, especially in English and mathematics, where the very effective implementation of the national strategies for literacy and numeracy are having a significant impact on pupils' achievements. The daily literacy hour is planned very well and makes a very good contribution to the development of pupils' basic skills in reading and writing. However, teachers also recognise the importance of developing these skills further in the context of pupils' work in other areas of the curriculum. Many examples were seen of how pupils are given the opportunity to use and enhance their reading skills by carrying out research using CD-ROMs or non-fiction texts in history, geography and science. Teachers also make the most of opportunities to develop pupils' writing skills in other subjects, such as art and design and technology, where pupils explain what they made or write instructions for others to follow. The implementation of the dedicated mathematics lesson is equally effective in developing the pupils' mathematical skills, knowledge and understanding. Although only recently introduced, its impact is already noticeable in the improvement in the pupils' achievements.

25. There have been significant improvements in the information technology curriculum since the previous inspection, which have resulted in a noticeable rise in standards. The school's partnership with a multi-national company has helped to provide many new computers and software, and the quality of curricular planning across the school is excellent. A key factor in the significant improvements in this area of the curriculum has been the considerable attention paid to developing teachers' expertise in the subject.

26. At the time of the last inspection, shortcomings were identified in the design and technology curriculum. The improvements made over the past three years have resulted in pupils now producing work of a high standard in this subject, as when pupils in Year 1 designed and made a home for a minibeast, and those in Year 3 designed and made picture frames for a favourite photograph. This is one example that illustrates the school's continuing commitment to provide pupils with a broad range of learning experiences across all subjects. Another such example is the art curriculum, which also provides pupils with the opportunity to develop their creativity and imagination while learning to use a wide range of techniques and materials. The resulting work is of a very high standard.

### **There is an excellent range of planned opportunities to develop the pupils' spiritual, moral, social and cultural awareness**

27. The school provides numerous opportunities for pupils to explore and gain insight into values and beliefs in ways that are appropriate to their stage of learning. Teachers make good use of events in the pupils' own lives and in school to develop their spiritual awareness and their understanding of the difference between right and wrong. Pupils are able to discuss matters of personal or general concern in the course of lessons, and are encouraged to reflect on spiritual and moral issues when discussing stories or events. As a result of discussions following a playtime disagreement, some pupils thought of making and selling friendship bracelets to raise funds for the National Society for the Prevention of Cruelty to Children. The school's behaviour policy, '*Great Expectations*', clearly explains the values and principles which underpin the ethos of the school. Pupils, parents, teachers, support staff and helpers were all able to contribute to it, and the eye-catching booklet is written as a helpful guide for both adults and children.

28. Religious education and collective worship make a distinctive and highly effective contribution to the pupils' personal development. In religious education lessons, pupils explore the values and beliefs of the major world religions, deepening their knowledge and understanding and reflecting on how those teachings might be relevant to their own lives. For example, pupils in Year 2 learn about the five pillars of Islam and handle artefacts with respect. Acts of collective worship are very well planned and meet statutory requirements very well. They provide valuable opportunities to address moral and social issues, as well as developing the pupils' spiritual awareness and self-knowledge. For example, in an excellent assembly inspired by the story of Dr Barnardo, the pupils considered universal values and messages such as appreciation of home and family, respect and selflessness.

29. Children in the Nursery quickly develop an understanding of what is acceptable and unacceptable behaviour and are encouraged to form constructive relationships with each other and with adults. Throughout the rest of the school, teachers build upon this firm foundation, and lead pupils to make informed moral decisions, on the basis of an agreed set of principles and values, rather than because of the fear of sanction or the promise of reward. They encourage pupils to take responsibility for their own actions and provide many opportunities for them to take responsibility and to show initiative, as they help around the school and look after younger children. One of the most outstanding features of the school is the mutual respect that exists between pupils and between pupils and adults. Teachers value pupils' ideas and this encourages them to listen to and respect the ideas of others.

30. One of the school's many strengths is the planned and thoughtful way that it uses the pupils' own background and culture as a starting point for cultivating their personal development. Contributions to the pupils' cultural development are evident across the curriculum. As well as learning about the major world faiths in religious education and collective worship, the pupils are introduced to a wide variety of art, music and literature from around the world. Pupils in Year 2 listened to stories from different cultures and created a Chinese Dragon dance after learning about the background and listening to Chinese music. The school makes very good use of visits to places in the local area, such as the Bethnal Green Toy Museum and art galleries, in order to develop the pupils' awareness of local history and traditions. Visiting artists and musicians contribute further to the school's excellent provision. The school achieves an effective balance between teaching pupils to appreciate their own culture and ensuring that they are made aware of the richness and diversity of other cultures within society.

#### **WHAT COULD BE IMPROVED**

31. The school achieves excellence in many areas of its work. Nevertheless, the governors, headteacher and staff acknowledge that there is always room for further improvement and they are constantly seeking ways to achieve even higher standards. They have identified, and are working towards, a number of priorities, which include further improvements in the teaching of English, mathematics and information technology. They have already begun to plan for the implementation of 'Curriculum 2000', with the declared intention to "maintain a broad and balanced curriculum that is rich in children's experiences and meaningful for children learning in their second language". The further development of the pupils' fluency in English underpins all of the school's planning for the future and is considered to be vital to its success in all other areas. The school plans to continue to negotiate partnerships with industry in order to support and maintain its provision for information and communications technology, and training for leadership and management. There are also plans to make use of 'New Opportunity' monies to develop after school provision and 'New Deal' monies to develop the school's role in community and lifelong learning.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

32. Highly effective systems and strategies are in place to achieve the school's stated aims and priorities for the future, all of which are already in the process of being addressed and developed. There are no key issues for the school to address other than to continue to pursue the priorities which it has already identified in its excellent school development plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	36	33	13	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)	11	215
Number of full-time pupils eligible for free school meals		118

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	4
Number of pupils on the school's special educational needs register	2	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	236

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	14	15	16
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	77 (81)	80 (96)	87 (89)
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	16	16	16
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	87 (90)	83 (86)	87 (82)
	National	82 [81]	86 [85]	87[86]

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	12	10	14
	Total	19	18	24
Percentage of pupils at NC level 4 or above	School	70 (52)	67 (48)	89 (67)
	National	70 [ 65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	5
	Girls	6	7	7
	Total	9	11	12
Percentage of pupils at NC level 4 or above	School	33 ([ 56 ])	41 ([ 48 ])	44 ([ 41 ])
	National	68 [65]	69 [65]	75 [72]

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	4
Pakistani	1
Bangladeshi	182
Chinese	1
White	6
Any other minority ethnic group	8

*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	0	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)	10
Number of pupils per qualified teacher	20.5
Average class size	29.3

#### **Education support staff: YN – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	159

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	17.3

Total number of education support staff	3
Total aggregate hours worked per week	87

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
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	£
Total income	545485
Total expenditure	518300
Expenditure per pupil	2151
Balance brought forward from previous year	27185
Balance carried forward to next year	69300

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	125
Number of questionnaires returned	111

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89	10	0	0	1
My child is making good progress in school.	68	28	1	2	1
Behaviour in the school is good.	83	14	1	1	1
My child gets the right amount of work to do at home.	59	26	10	2	3
The teaching is good.	75	21	2	0	3
I am kept well informed about how my child is getting on.	72	25	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	70	25	1	2	2
The school expects my child to work hard and achieve his or her best.	81	15	1	1	2
The school works closely with parents.	71	27	2	0	0
The school is well led and managed.	78	15	1	2	4
The school is helping my child become mature and responsible.	69	24	2	2	3
The school provides an interesting range of activities outside lessons.	43	31	5	5	16