

INSPECTION REPORT

Burbage Primary School

Hackney, London

LEA area: Hackney

Unique reference number: 131141

Headteacher: Shirin Hassan

Lead inspector: Kath Beck

Dates of inspection: 17th – 20th May 2004

Inspection number: 255657

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	359
School address:	Ivy Street Hackney London
Postcode:	N1 5JD
Telephone number:	020 7739 8591
Fax number:	0207729 3922
Appropriate authority:	Governing body
Name of chair of governors:	Rowena Kilmartin
Date of previous inspection:	26 th June 2002

CHARACTERISTICS OF THE SCHOOL

Burbage School is larger than most primary schools. It is situated in Hoxton, which is part of the London Borough of Hackney. Most children attending the school come from an area of considerable socio-economic deprivation. The school serves a diverse community. The largest groups are White British, other White and Black African backgrounds. Children also come from Mixed White and Black Caribbean, Mixed White and Black African, Asian, Indian, Pakistani, Bangladeshi, Chinese and other ethnic groups. The number starting and leaving the school other than at the usual times is high. A school nearby closed last year and Burbage admitted over 100 of the children in September 2003. There are 358 children on roll organised into 12 classes and one Nursery class. There are no refugees or asylum seekers, but there are 4 Traveller children. Five children are in public care. The percentage of children eligible for free school meals is very high, as is the percentage of children whose first language is not English. 145 children do not have English as their first language. The most common languages are Turkish, Kurdish, and Bengali. The percentage of children identified as having special educational needs is well above the national average, but the number of children with statements of particular need is average. The main difficulties are speech and communication and social and emotional difficulties. Attainment on entry to the Nursery is broad but is mostly well below that normally found as few children can speak English.

It is hard to recruit teachers to the area because of high housing costs. Many staff started at the school in September 2003 or January 2004 and are not qualified in the educational system of this country. Three teachers, including the headteacher have been at the school for between 6 and 12 years. The school is part of a number of initiatives, including Excellence in Cities and Regeneration funding. It provides a family learning programme, family support services, especially for the Turkish and Kurdish families, and language classes. The school works with the local authority Learning Trust and a number of community and city businesses as significant partners.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10090	Kath Beck	Lead inspector	Foundation Stage Special educational needs Music
13481	Doug Binfield	Lay inspector	
32393	Wendy Thomas	Team inspector	Science Religious education Geography History
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32475	Nick Butt	Team inspector	English Design and technology Art and design
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with many very strong features. It is facing difficulties such as high numbers of children who are eligible for free school meals, speak English as an additional language or who start and leave the school at other than the usual times, as well as high staff turnover, with real determination. Overall, standards are similar to those found in most schools in Year 6, although they are not as good in English. Standards have risen as a result of the strong leadership of the headteacher and deputy headteacher. Governors are very good in their support and challenge to senior staff to raise standards. Good teaching is enabling children to achieve as well as they can. Small pockets of unsatisfactory and poor teaching have been identified quickly and are being tackled very effectively. The school has the full confidence of the parents, promotes equality of opportunity successfully and provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership and management by the headteacher and key staff are enabling children to overcome their significant barriers to learning so that standards are rising.
- From a low start, standards in Year 2 are currently below those found in most schools. In Year 6, they are average, except in English where they are below average.
- Governance is very good so that there is a clear educational direction for the school.
- Provision for children who have special educational needs or English as an additional language is very good. Leadership and management of the programme for these children are excellent.
- There is a high turnover of staff, but a very good professional development programme means teaching is good overall and enables children to achieve well. Very good teaching in the Foundation Stage and in many junior lessons enhances the rate of children's progress significantly. Poor teaching in one Year 1 class and unsatisfactory teaching in one Year 3 class slows achievement.
- Children's very good behaviour and attitudes mean they put a great deal of effort into learning. Over 100 children, new to the school in September 2003, have settled in very well and enjoy their learning. The school is a racially harmonious community that celebrates fully the different cultures within the school.
- The good curriculum, with many rich opportunities to learn outside the school day or on school trips, gives children a clear understanding of life outside the immediate locality. The reading recovery programme is helping many children learn to read quickly.
- The learning mentor, home-school link worker and primary helper are real assets to the school.
- The partnership with parents and the community is very good and contributes significantly to children's learning. However, the level of unauthorised absence is high and hinders children's achievements.
- The quality of some resources, especially in the Foundation Stage, is unsatisfactory. The accommodation is poor.

The school has made good progress since the last inspection. Following an expected, but dramatic dip in results in 2002, results improved slightly in 2003 and are on course to be much better in 2004. There is a firm upward trend in the school's performance. The quality of teaching and learning has improved significantly. Key issues from the last inspection have been tackled in a determined and successful manner, although unauthorised absence has increased. In addition, the school has succeeded in reducing a very large budget deficit one year earlier than anticipated.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E*	E*	E
mathematics	D	E*	E	E
science	E	E*	E*	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Children's achievements are **good**. Very good teaching in the Nursery and Reception classes gives children a really good start to their education so that they are on course to meet the early learning goals in personal, social and emotional development. Brighter children are on course to meet the goals set for them in all the areas of learning and some are working within the early stages of the National Curriculum in reading and writing. However, a significant number of children will not meet the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. This is because of the low levels of attainment on entry as well as cramped conditions in one Reception class and the lack of immediate access to an outside area for all Reception children.

Children's achievements slow in the infant stage, because there have been difficulties with staffing in Year 2 and weak teaching in one Year 1 class. Standards in Year 2 are currently below those normally found. This is better than in 2003 when results in national tests were well below average in reading, writing and mathematics. When compared to schools with similar numbers of children eligible for free school meals, the school's performance was good in writing, average in reading and below average in mathematics.

Very good teaching in some junior classes and children's very good attitudes do much to enhance their rate of achievement especially in Years 5 and 6. As a result, except in English, standards observed during the inspection were average in Year 6. Very good support for children with English as an additional language or special educational needs enables them to do as well as they can. Very low results in the past, especially in 2003, reflect the high number of children with special educational needs in the year group. In addition, children staying at the school had been taught by a very large number of teachers so that learning lacked coherence. As a result, the school's trend in improvement in results has been below that found in most schools.

Children's personal development, including their attitudes to learning and behaviour, as well as their spiritual, moral, social and cultural developments are **very good**. In contrast, attendance is poor as too many parents do not do enough to ensure their children attend regularly. However, most children arrive on time so that the school day can get underway promptly.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching, learning and assessment vary in quality but overall they are **good**. The curriculum is also good. Very good teaching was observed in all year groups, with some excellent teaching in the Nursery. Many of the teachers are inexperienced or have come from abroad and are not qualified in this country. Their teaching is good or very good because they plan interesting work that takes into account differing abilities and motivates children to want to learn. Teachers' enthusiasm for learning is catching so that children give of their best. High expectations of good behaviour and very good skills in behaviour management, including the use of humour, promote high levels of respect between staff and children. Teaching assistants are deployed effectively and enable children with English as an additional language or with special educational needs to achieve as well as they can. In the unsatisfactory or poor lessons, expectations of what children know and can do are too low so that children become bored and unwilling to work without adult supervision.

A good, rich curriculum in the Foundation and junior stages provides children with many practical and interesting things to do. In the infant stage, the use of poor quality worksheets restricts the opportunities for children to use their initiative and record their own ideas. A wide variety of clubs, visits out and visitors to the school enrich the curriculum. They give children insight into life beyond the immediate locality. The building is in need of significant improvement, especially the windows and toilets. Some classrooms have been decorated recently and attractive displays contribute to the colourful atmosphere.

Children are cared for well. The learning mentor, home-school link worker and primary helper fulfil valuable roles and make significant contributions to children's achievements. The large number of children admitted following the closure of their own school has been inducted very well. The partnership with parents and links with the community are very good. Initiatives to involve parents, especially from the ethnic minority groups, actively in the education of their children, are proving very successful. Substantial links with business and the local community are also successful and contribute significantly to children's learning and personal development. Links with other schools and colleges are good.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **very good**. They are major factors in raising standards and helping children to overcome their barriers to learning. The high turnover of staff has interrupted children's learning over time. It means that senior staff carry many responsibilities. A very good staff development programme and clear written guidance for temporary teachers are promoting higher quality of teaching and securing provision for children with special educational needs or English as an additional language. These are led by the headteacher and deputy headteacher. Some subjects have also been led by senior staff. It is recognised that the delegation of some posts of responsibility is crucial to sustaining improvements in standards and the quality of teaching. There is a clear plan to do this and it has already begun with the appointment of a subject leader for mathematics and the allocation of responsibilities in the Foundation Stage. Governors offer very good levels of support and challenge to senior staff and together they monitor lessons and data carefully, sustaining a relentless focus on improving standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are really pleased with the school, especially now that the turnover of teachers is not as high as it was. They have a high level of confidence in the headteacher and appreciate the many initiatives to help them become involved in their children's education. The children really enjoy being at the school. Some who are new said they were very happy and had been helped to settle down very quickly. Parents and children are concerned about the 'poverty of the building', especially the windows and toilets.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in literacy, mathematics, science and information and communication technology in Year 2 and in English in Year 6;
- agree procedures for the retention of staff and iron out the inconsistencies in the quality of teaching;
- implement the action plan to delegate responsibilities to subject and phase leaders;
- make improvements to the accommodation;
- improve attendance, especially by reducing the level of unauthorised absence.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From a low start on entry to school, achievement is good. It is very good in the Foundation Stage, but children's attainments are not built on well enough in Years 1 and 2. The rate of children's learning increases in the juniors. Currently, standards in Year 6 are average in mathematics, science and information and communication technology. In English they are below average. In Year 2, standards in reading, writing, mathematics and information and communication technology are below average. At the end of the Reception year, children are on course to meet the early learning goals in personal, social and emotional development. Except for the brighter children, they are not on course to meet them in the other areas of learning.

Main strengths and weaknesses

- Very good achievement in the Foundation Stage gives children a really good start to their school life. Brighter children also achieve well and some are already working within the early stages of the National Curriculum.
- Children with special educational needs or from the school's many ethnic and linguistic groups achieve very well.
- The reading recovery programme contributes significantly to children's achievements.
- The high level of staff turnover and unauthorised absence interrupts children's learning.

Commentary

1. Children's achievements in the Foundation Stage are very good. This is because the children are taught very well. Teachers have very good knowledge of the curriculum for this age group and the best ways in which these children learn. In the Nursery, there are many opportunities for children to do as well as they can. All staff engage in children's play and individual discussions or lead group activities to take learning forward. Child initiated activities often reveal children practising their newly acquired skills. One very able child wrote numbers up to 1,000 accurately. The teacher used this information to provide other challenging activities linked to numeracy skills that the child really enjoyed. In the Reception classes, teachers build very well on the skills children have acquired previously. Work is planned to meet the needs of different abilities very well. The very good use of some teaching methods from the literacy and numeracy strategies is helping all children to learn the sounds letters make and recognise numbers to ten and beyond. As a result, brighter children are already reading confidently and completing simple addition and subtraction sums up to 20. They are also writing short sentences, sometimes with the help of an adult. However, a significant number of children do not have sufficient English language skills to meet the early learning goals in communication, language and literacy or mathematical development.

2. The school places strong emphasis on developing children's speaking and listening skills as soon as they start in the Nursery. The home-school link worker spends two days a week in the Nursery. She leads small group sessions in literacy and numeracy enabling children to learn effectively in Turkish and in English. The Nursery teacher has learned some Turkish words and uses them in whole class sessions to help the children understand what is being said. She can also speak some of the other languages represented in the class and this gives the children real confidence to talk about their ideas.

3. High expectations of children's behaviour and trust that they can work independently are firmly established in the Nursery and built on in the Reception classes so that many are on course to reach the early learning goals in personal, social and emotional development at the end of the Reception year. In other areas of learning, children's achievements in the Reception classes, although very good, are hindered because of poor accommodation. The lack of space in one

Reception classroom means there is little room to move around or play freely and this makes it hard for children to reach the early learning goals in the ¹other areas of learning. Also, limited access to an outside play area for both Reception classes slows children's physical developments.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.4 (13.3)	15.7 (15.8)
writing	13.2 (13.3)	14.6 (14.4)
mathematics	13.9 (13.4)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	22.2 (22.5)	26.8 (27.0)
mathematics	23.5 (21.5)	26.8 (26.7)
science	24.7 (24.5)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

4. When children take the national tests, they are awarded a score for each National Curriculum level that they reach. These are then added up and divided by the number of children taking the tests and this is the average points' score. If a lot of children reach the higher levels of the National Curriculum, the average points' score is higher. The tables reflect rising standards.

5. In tests taken by children in Year 2 in 2003, results were well below average in reading, writing and mathematics. In science, teachers assessed the children's performance as average. When compared to schools with similar numbers of children eligible for free school meals, the school's performance was good in writing, average in reading and below average in mathematics. Currently, standards are below average in reading, writing, mathematics and science because there have been staffing difficulties. In one Year 2 class, children have benefited from being taught well by the same teacher all year and in that class, standards are close to the national picture. However, the second Year 2 class has not been taught well. This is clear from children's work that shows gaps in their learning as they have not covered the curriculum in enough depth. At the time of the inspection, the class was taught by a temporary teacher who had only been in the school a few days and was doing her best to get to know the children so that she could enhance their rate of progress.

6. Many children in Year 1 are benefiting significantly from a reading recovery programme that provides individualised support in learning to read on a daily basis. The three staff that provide this programme are very well organised, know the children well and ensure that they receive a rich diet of reading materials, support and encouragement. Children's progress is recorded meticulously so that weaknesses can be overcome quickly. The children really enjoy this part of their day. It boosts their self esteem and they can apply their developing skills to all aspects of their learning. As a result, standards for these children, in reading, are rising rapidly.

7. The 2003 results of national tests for children in Year 6 were very low in English and science and well below average in mathematics. When compared to schools with children from similar backgrounds results were well below average in all three subjects. Almost half the children taking the tests in this year group did not start their education at the school. The number of children

¹ The six areas of learning in the Foundation Stage are communication, language and literacy, knowledge and understanding of the world, personal, social and emotional development, mathematical, creative and physical development.

in this year group was small. A high number of children were identified as having special educational needs, including two with a statement of special educational need for their learning difficulties. In addition, almost half the children joined the school in the previous three years. All children, but especially those who had been at the school all of their school life, experienced a very high number of teachers. This means learning over time lacked coherence and there were gaps in children's knowledge. Senior staff did their best to overcome these problems, offering extra lessons during the Easter holidays but there was too much ground to make up. At the time of the inspection, standards in mathematics and science in Year 6 were judged to be average but below average in English. The improvements are because children have been taught well throughout the year by the same teacher.

8. In the past, the trend in improvement in results has been below that found in most schools nationally in the infants and juniors. High staff turnover and weak teaching in Year 1 have slowed achievements and improvements. However, in the juniors despite some unsatisfactory teaching in Year 3, there is a firm upward trend as the gap between the national picture and the school's results is closing rapidly, especially this year. This is because the turnover of staff has been reduced and children in most classes have experienced good and very good teaching for most of the year. In addition, fewer children in the present Year 6 have significant special educational needs. High standards of behaviour and children's very good attitudes to learning do much to enhance the rate of learning. However, many parents allow their children to have days off without permission from the school. This is undermining the school's very good work to help children overcome their barriers to learning.

9. About two thirds of the children come from ethnic minority communities and a high proportion face the challenge of learning English as an additional language. Many enter the school with barely any spoken English at all. By the time they leave, at the age of eleven, the achievements of most of them in English are as good as those of their mother-tongue classmates. This represents very good achievement and progress, the result of good teaching and determination on the part of the children. Staff check children's progress carefully to see whether those in any particular ethnic group make less progress than others. Where this happens, action is taken to remedy the situation. For example, when the school found that Kurdish and Turkish speaking boys did not do as well as they should, additional classes were arranged for them. The result is that their progress has speeded up and their achievement is now good, especially in mathematics and science.

10. The percentage of children on the school's register for special educational needs is much higher than in most schools and includes a number with statements of particular special need. The special educational needs coordinator oversees the provision for these children really well. To cope with the high turnover of staff, each teacher has a folder giving very clear guidance on the identification of children's needs, their individual education plans and practical advice about how to help children reach their targets. The special educational needs coordinator monitors the individual educational plans rigorously to ensure children's needs are being met and that they are achieving as well as they can. This is because all the support is given within class lessons and relies heavily on the programmes of work provided by class teachers. The guidance is high quality and enables new staff to pick up the needs of the children and ways to meet them very quickly. The achievement of children with special educational needs is very good overall, especially at the Foundation and junior stages. It is satisfactory at the infant stage. This reflects the overall quality of teaching and is a significant improvement since the last inspection when these children's were not supported as well as others. Children take a full part in all class activities. The work of the teaching assistants in many classes is very good and really helps the children to make progress in their learning.

11. Girls and boys generally do equally well, and the small numbers of children from Traveller backgrounds or who are looked after also make good headway. Occasionally lessons are not hard enough for the more able children and the school recognises that these groups could do better, especially where the quality of teaching is weaker.

Pupils' attitudes, values and other personal qualities

Children's enthusiastic attitudes to learning and very good behaviour are strengths of the school. This is contributing substantially to rising standards of achievement. Despite the school's sustained efforts, overall attendance levels are poor. Punctuality is satisfactory and lessons commence without interruption. Children's spiritual, moral, social and cultural developments are very good.

Main strengths and weaknesses

- In lessons, children are keen to learn, concentrate well and work hard.
- Very good behaviour is sustained in all areas of the school throughout the day.
- Children with a low attendance record do not learn as well as they should.
- Very good relationships help promote a friendly and effective learning environment.
- The school is a racially harmonious community that fully celebrates the different cultures represented.

Commentary

12. The behaviour and attitudes of children in the Foundation Stage are very good. In the Nursery, children make the most of the many opportunities set out to capture their interest and to use their initiative, moving easily between learning indoors and outdoors. This is more difficult for the children in the Reception classes where there is no direct access to the outside of the building. Also, one classroom is very small for children of this age and this limits the activities staff can provide. Many children are at the early stages of learning English but they are confident that adults will listen to their efforts to speak the language. The adults also invite the children to teach them words in their mother tongue. As a result of these very good relationships, children respect each other and play happily together with confidence. The relaxed but purposeful atmosphere allows children to spend time alone, absorbed in an activity they have chosen, such as painting, and to play or work with others in a cooperative way.

13. In Years 1 to 6 children have very good attitudes to learning. They listen attentively and respond well to questions and advice from teachers and support staff. Written and practical tasks are undertaken with care and enthusiasm. A strong feature is the good learning that takes place when children from diverse backgrounds cooperate happily when working together in pairs or small groups. Relationships throughout the school are very good and this contributes to the high degree of racial harmony that prevails.

14. Parents are rightly pleased with the very high standards of behaviour and the advantages that this provides for their children's learning and well being. This is helped by the effective management of behaviour by teachers in lessons and good supervision around the school, including the playground areas. The rewards systems for good behaviour are effective and popular with the children. Very few incidents of serious misbehaviour, including bullying or racial discrimination, arise. Such matters are dealt with quickly and fairly under the clearly defined sanctions scheme. Last year two boys were excluded for a short period, but there have been no exclusions in the current year.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	51	2	0
White – Irish	1	0	0
White – any other White background	47	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	25	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	27	0	0
Black or Black British – African	43	0	0
Black or Black British – any other Black background	5	0	0
Chinese	4	0	0
Any other ethnic group	39	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

15. Children are encouraged to take a full part in the life of the school. There is now a very good programme of educational visits that supports work in subjects such as art and design, drama, science, history and religious education. Each term all children are taken out of school on a visit farther away in order to widen their personal experiences beyond their immediate locality. Children are encouraged to take responsibilities, such as becoming induction mentors to help those new to the school and serving on the school council. Some older children undertake a valuable role by acting as ‘playground police’, helping to maintain the high standards of behaviour during the breaks from lessons.

16. Children’s spiritual, social and moral education is helped by the daily assemblies, including talks by visiting specialists. Children contribute to class discussions on related issues, for example on behaviour rules and being helpful and supportive to others. Extra curricular activities are strongly promoted and well attended. They include the breakfast club, sports clubs as well as clubs to develop children’s interests and learning in a variety of curriculum areas. Many good opportunities are taken to celebrate the diversity within the school community ranging from comments by children in lessons about their own culture and faith to the highly successful multi-cultural Summer Fayre. Children actively support fund raising to help charities, for example a water aid project to help those living in remote areas of Africa and Asia. Displays of work indicate that the school celebrates fully the different cultures of the children. At the time of the inspection, children were learning dances from India and Africa to perform at the Summer Fayre.

Attendance in the latest complete reporting year 91.8%

Authorised absence		Unauthorised absence	
School data	6.3	School data	1.8
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

17. In the current school year the level of attendance has fallen to 90.3%. This is partly due to the higher absence levels experienced initially with some of the children who transferred from another school last September. Attendance is well below that seen in most primary schools, mainly because of the very high level of unauthorised absence, 3.8% this year to date. Systems for recording attendance and following up absences and lateness are very thorough. A popular rewards scheme for good attendance has a high profile. The education welfare service provides valuable support in following up unexplained absence. The learning mentor and home-school link worker do their best to promote higher rates of attendance. They advise parents and carers that failure to ensure regular attendance has an adverse impact on their child's learning. Punctuality has improved and is now satisfactory.

18. The school is a happy, racially-harmonious community which enjoys and celebrates its cultural richness. Children from all ethnic groups settle well into school, and grow in self-confidence. They are sensitive to each other's values and beliefs, and eager to help each other through programmes, such as the school's scheme for easing the early days of new entrants.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its children. The curriculum in the Foundation Stage is good, but it is restricted by poor accommodation. Opportunities to learn outside the school day are very good. Good teaching, learning and assessment enable children to achieve well. High quality teaching in the Nursery provides children with a really good start to school life. The quality of resources, especially in the Nursery, is unsatisfactory. Children are cared for well and the learning mentor, home-school link worker and primary helpers make significant contributions to the school and children's achievements. The partnerships with parents and the community are very good and links with other schools and colleges are good.

Teaching and learning

Teaching, learning and assessment are good overall.

Main strengths and weaknesses

- Very good teaching in the Foundation Stage enables all children to achieve as well as they can.
- Teaching is satisfactory in the infant stage and good in the juniors. It is often very good in some classes in Years 3, 4, 5 and 6.
- Small pockets of unsatisfactory and poor teaching have been identified and the school is tackling these very effectively. That said, children's achievements are hindered in one Year 1 and one Year 3 class.
- Children who speak English as an additional language or who have special educational needs are taught well.
- Support staff make significant contributions to many lessons.
- Ongoing assessment of children's needs is very good in the Foundation Stage, good in the juniors and satisfactory in the infants.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.2%)	16 (35.6%)	13 (28.9%)	11 (24.4%)	2 (4.4%)	2 (4.4%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19. Almost all the teaching observed in the Nursery was very good or excellent and this is an improvement since the last inspection. The Nursery teacher is very knowledgeable about the needs of young children and how they learn best. Nursery staff make the most of the poor accommodation and unsatisfactory resources to ensure that children are presented with a really interesting learning environment that motivates them to want to learn. Resources and activities are very well organised and planned so as to capture children's interest and imagination. They are given many opportunities for learning in small groups or through activities that they initiate. Nursery staff engage in children's play or lead small groups to take them forward in their learning. The Turkish home-school link worker enables children to learn in English and Turkish so that they keep up with the other children. The Nursery teacher makes very effective use of her knowledge of other languages to help children understand what is going on in a story or to help children translate. These factors promote very good relationships that also successfully promote high levels of achievement, especially in personal, social and emotional development.

20. Reception teachers know their children well and use methods from the National Literacy and Numeracy Strategies to challenge the brighter children. They know a lot about the best way children of this age learn and plan many activities that capture children's interest. Strong emphasis is placed on developing children's speaking and listening skills. All staff make clear the links between the spoken and written word, especially for children learning English as an additional language. For example, children acted out a story read to them by a teaching assistant. The children were given real objects found in the story to make it realistic and learn the correct vocabulary. This work was built on over the week so that children could read and understand the story more effectively.

21. Assessment in the Nursery and Reception classes is very good. Teachers know the children well and plan work that meets their needs, especially in enabling brighter children to flourish. Assessment recording procedures are very simple. They record precisely what each child has learned and what they need to learn next. If the work is written, the assessment outcomes are noted by the teacher in their book. Otherwise photographs are taken and placed in a portfolio with simple notes written personally to each child about what they have achieved. These profile books are given to the children once they have completed the Foundation Stage as a record of their progress.

22. In Years 3, 4, 5 and 6 teaching is often good and sometimes very good. As a result, children achieve well. Gaps in their learning caused by high staff turnover or changes of school are being filled rapidly. Teaching methods are usually imaginative, capture children's attention and lead to a high levels of interest. Individual needs are catered for well and teaching assistants make a significant contribution to children's learning. Relationships in the classrooms are very good. Time is used effectively and children cover a good deal of work in the time. Challenge for all children is realistic.

23. The very good teaching stems from the rigorous selection and induction procedures that senior staff apply, especially when recruiting staff from agencies to cover temporary vacancies. However, it is very hard to recruit teachers in the area and it is not always possible to appoint staff of the quality the school demands. In these cases, a lot of support is given to staff to raise their quality of teaching with the expectation that improvements will be made immediately. The very good induction and training programme means that the majority of staff follow the school's policies for

teaching and learning, especially the positive behaviour management policy. Clear written guidelines about the expectations of teachers and children are set out so that the disruption to children's learning by staff turnover and the use of teachers unqualified in this country is minimised. The literacy and numeracy strategies have been implemented effectively because senior staff provide training and monitor the quality of teaching rigorously.

24. The school is dealing with the poor teaching in one Year 1 class very effectively, bringing in outside advisers and providing in school support. However, the advice is not being acted on quickly enough. Many children in this class underachieve because tasks lack challenge and little account is taken of what children already know and can do. Expectations are too low so that brighter children particularly become bored and do not apply their skills effectively. Tasks planned for the children to do are more in line with those normally found in the Foundation Stage and do not take into account children's differing needs. Many children in this class are unwilling to work without supervision as the tasks do not interest them. Support staff do their best to make them more interesting. Behaviour management skills are weak. Introductions to lessons are unclear and do little to capture children's interest and motivate them to learn.

25. The small amount of unsatisfactory teaching in a Year 3 class was linked to low expectations and lack of subject knowledge. Children's work indicates that, although the quality of teaching varies in this class, it is mostly satisfactory because children cover the work that they are required to do for their age group. However, children do not achieve as fast as those in other classes in the juniors.

26. Overall, assessment is good and is much better than at the time of the last inspection. It is used by most staff to focus sharply on how well the children are doing and to plan work to meet needs. Consistent and effective practices are in place for assessing children's work. Marking in some classes is very effective in informing the children about how well they have done and what they need to do to improve. Targets are set for each child to reach. They know them and try to make sure they meet them quickly. In most classes these targets are reviewed regularly and new ones set. The school is trying out a computer programme to check how well all the children are doing. It is still evaluating the programme with regard to its value in providing data that is useful to all teachers about children's progress. Test results in Year 2 and Year 6 are analysed to find out areas that the children found easy or more difficult and whether changes should be made to the curriculum.

27. Children identified as having special educational needs or learning English as an additional language, and those from different ethnic minority groups, are taught well. In all lessons they receive the help they need, often from teaching assistants, to participate fully. The teaching approaches used by most staff are selected thoughtfully to promote the children's understanding and use of English. Learning support assistants are really skilled in helping children make the most of their lessons, and those with bilingual skills, especially in the Nursery, make a special contribution with children whose English is still very hesitant. Children at a very early stage of learning English or with special educational needs have individual targets to meet. They are motivated to reach them. Staff make very effective use of the good advice and support provided by the Learning Trust in developing their work with these children. The reading recovery programme in Year 1 is taught very well and is supporting the development of reading skills in this year group very effectively.

The curriculum

The curriculum is good in the Foundation Stage and the juniors and satisfactory in the infants. The school provides many very good opportunities that enrich learning. The accommodation is poor and quality of the resources is unsatisfactory.

Main strengths and weaknesses

- The cultural diversity of the children is celebrated, promoting self esteem.
- In the Foundation Stage, the good practical curriculum is hindered by the accommodation.
- Children with special educational needs or English as an additional language are provided for very well in most lessons.
- Improvements to the accommodation have made it more attractive, but there is a lot of work still to do as it often makes the successful delivery of the curriculum more difficult;
- The school does its best to recruit very good teachers but housing costs makes it difficult to retain them so turnover is high hindering achievement.

Commentary

28. The programme of work covers all National Curriculum subjects, as well as religious education and meets statutory requirements, including that for a daily act of collective worship. It is broad and balanced offering a range of practical and written activities. The number of hours the children are taught in the juniors now meets the recommended 23.5 hours per week enhancing the opportunities for in depth work across the curriculum. This is an improvement since the last inspection. Provision for children's personal, social and health education is satisfactory. The programme of work is currently being reviewed and improved in the light of national guidance. There is a very good range of clubs, visits out and visitors to the school that enrich the curriculum. This is very important as it gives children opportunities to learn more about the world beyond the local area. In addition, the school places strong emphasis on celebrating its rich cultural diversity, promoting children's speaking and listening skills as well as their self esteem. As a result, children have very good attitudes to learning and are prepared well for the next stage in their education.

29. Teachers in the Foundation Stage do their best to overcome difficulties in the accommodation to provide a good practical curriculum that children enjoy, in all the areas of learning. In the Nursery, there is good provision for the full-time and part-time children. The curriculum gives them many imaginative opportunities to take part in teacher led or child initiated activities. The strong emphasis placed on children's personal, social and emotional development means they achieve very well in this area of learning and so meet the early learning goals. In the Reception classes, the carefully planned programme is not as rich as it is hindered by the poor accommodation. Children are not free to move in and out of the classroom without adult supervision. Resources are also restricted and if the weather is unpleasant, children are confined to the classroom.

30. In Years 3 to 6, the good curriculum enables all children to achieve well. Subjects are often linked together to make learning purposeful. For example, this enables children to see how learning in mathematics may help them in science. In addition, there are consistent approaches to teaching literacy and numeracy and good attention is paid to the investigative aspects of science. Teachers use a wide range of teaching methods to capture children's interests. However, in Years 1 and 2, children's initiative is limited by the overuse of poor quality worksheets and there is a lack of practical work in mathematics and science. The weaker teaching in Year 1 means the curriculum lacks sparkle, especially for the brighter children. The reading recovery programme for children in the year groups makes an important contribution to the curriculum. It is very successful and gives children the skills they need to do well. The disruption to teaching caused by staff turnover has hindered the depth and consistency of curriculum coverage in Year 2.

31. Provision for children with special educational needs is very good and is a significant improvement since the last inspection when it was generally satisfactory. Work in most lessons relates to the children's individual education plans. These are very clear and set out exactly what the child needs to learn and the methods to achieve this. Teaching assistants and support staff in most classes are deployed very well and know how to help the children so that they can play a full part in lessons. The support staff and teachers work very well together in most lessons to benefit these children. Relationships are very good and supportive so that children sustain their attention and learn successfully. Except in the weakest lessons, children achieve very well, although they may not reach the national standards.

32. The school provides a very good curriculum for its ethnic and linguistic minority groups. The culture of the school, evident in displays, notices and lesson content, is one of celebration of diversity. Staff take pride in the achievement of bilingualism of so many of the children. The value placed on children's home languages is clear from the dual language books to hand, the classes arranged to extend adult skills in Turkish, and the use of home languages in school when children's early language skills are not developed enough for them to fully understand their lessons. Extra classes have also been arranged after school, and in the school holidays to help older children reach their potential in English, mathematics and science.

33. The accommodation is poor, although it benefits from three halls, a music room, computer suite, study room and library. All are used frequently except for the library. In the Foundation Stage, two classrooms do not have immediate access to an outside play area. Twice a week Reception children share the Nursery outside area, but this has to be specifically planned, limiting opportunities for children to move easily between the inside and outside curriculum. One of the Reception rooms is much smaller than the other and this limits the range of activities the teacher can provide to enhance achievement in all the areas of learning.

34. In recent months, a number of classrooms have been redecorated, but there is still work to do. Displays of children's work do much to make the atmosphere a pleasant one to work in. However, parents are critical of the 'poverty of the building'. All the windows are in a poor state of repair with paint peeling from them. Many are rotten and in urgent need of replacement. Some stair cases are dark and dingy. The outside area in the Foundation Stage requires resurfacing and parts of the 'grassed' area are bald making the surface uneven. There is no shelter so that the outside curriculum is dependent on the weather. One of the Nursery classrooms cannot be used because of its poor condition. There is a nature garden that is used effectively to enhance children's learning. The hard play area is now small for the number of children in the school. With its many stairs the building is not currently able to admit children with disabilities. The children's questionnaires show a significant number are concerned about the poor condition of the toilets. Inspection evidence shows that they are right.

35. The school's resources have been supplemented recently with additional ones from a school that closed. A good number of resources are used to support learning, but the quality of these, especially books, is unsatisfactory as they are scruffy or out of date. In the Nursery some of the resources, including the furniture, are old and inappropriate for the age group.

36. There are sufficient staff. Many are from abroad and are considered unqualified in this country. In addition, many have not been teaching for very long. However, a significant number are highly skilled, enthusiastic teachers and have benefited a great deal from the school's induction and training programme. The school has difficulty retaining teachers because of high housing costs in London. Many are recruited through agencies that supply staff from abroad, often while they are on working vacations. The majority are observed teaching before being employed by the school. This places considerable demands on the headteacher and deputy headteacher with regard to training. The need to claw back a huge overspend has limited the opportunities for governors to develop a clear policy on the retention of teachers. Over time, the very high turnover of teachers has impacted children's achievement significantly, especially the Year 6 children who took the tests in 2003. This year group was taught by a very high number of teachers so that learning was interrupted. At present, teaching and learning is being enhanced by the good and very good skills of staff working in the school, but many are temporary. Parents at the meeting have been unhappy at the turnover of staff, but this is not the case at the present time. However, the turnover of staff is one of the reasons results are not rising rapidly in the infant stage. In the juniors, this year, standards have risen very quickly, because of good and very good teaching and are mostly average.

37. All staff are deployed very well with their strengths taken into account. Nursery staff, teaching assistants, as well as the primary helper, home-school link worker and learning mentor complement the work of the teachers very well. The coordinator for special educational needs and

English as an additional language oversees the provision of these areas of the school really well so that the children achieve as well as they can.

Care, guidance and support

Good provision is made for children's care and welfare and this contributes to the friendly and purposeful environment. Good advice and support help to meet children's individual learning and personal needs. Children are consulted well and their ideas valued.

Main strengths and weaknesses.

- The quality of pastoral support is very good.
- The monitoring of children's progress and development is very effective.
- Children with particular learning or other difficulties are given extensive support and encouragement.
- The school council undertakes an important role.

Commentary

38. Children are happy in school and parents are pleased with the support the school provides. Welfare aspects are handled effectively including the arrangements for dealing with accidents and illness. Child protection issues are dealt with in a sensitive manner in close cooperation with social services and other agencies. Health education is a regular feature of the curriculum and infant children are given fruit each morning as part of a healthy eating campaign. The breakfast club is well organised and enables those attending to make a good start to their work each day. Midday staff undertake a constructive role that enables children to enjoy the time spent in the dining halls and the playground areas.

39. A review of health and safety arrangements has recently been undertaken in cooperation with the Learning Trust. Several improvements have been made and a detailed survey is to be undertaken regarding the surface of the playground. Following recent redecoration, classrooms provide an attractive learning environment, but some require urgent refurbishment. Overall the facilities available to the children, including the toilet accommodation, are in need of urgent improvement.

40. Good arrangements for monitoring academic progress and personal development are having a positive impact on rising standards. This is an improvement since the last inspection and reflects a priority given to such work by teachers and support staff. Each child is regularly informed about their progress and receives targets for improvement. Such arrangements are having a positive impact on levels of achievement. A learning mentor, the primary helper, home-school link worker and a support assistant who helps children at a very early stage of learning English, all provide an invaluable service. This enables those children from varied ethnic and domestic backgrounds to learn and develop under programmes based on their individual needs.

41. The arrangements for inducting children into the school are very good. Children joining are made welcome and soon settle into school life. The 'class induction monitors' make a helpful contribution to this process. The admission of over 100 new children last September arising from the closure of a nearby primary school was handled very effectively. The children settled in very quickly and are happy to be at the school. Friendship groups were sustained and new ones formed so that the process was very smooth. Parents particularly appreciate the help given to children of those families who have recently moved into the area, several of whom have little knowledge of English. Year 6 children are well prepared to transfer to secondary schools at age eleven. They are able to meet the Year 7 teacher and visit the new school.

42. The school has regard to children's views including those expressed during class discussions, for example about behaviour rules. An elected school council is in place. This

comprises representatives from Years 3 to 6 and is shortly to be extended to cover those in Year 2. The council meets about every three weeks and provides a valuable forum for children's views on school issues to be considered by senior management. Recent areas discussed include school visits, condition of the toilets, water fountains and a new packed lunch system.

Partnership with parents, other schools and the community

The very good partnership arrangements with parents have a significant impact on the work of the school. Links with other schools and the community are very good and are influential in supporting children's learning and personal development.

Main strengths and weaknesses.

- The school works closely with parents and they are very supportive of the school.
- Parents are well informed about their child's progress and school events.
- Close cooperation with the Learning Trust and other schools is helping to raise standards.
- Strong business and community links enrich curriculum opportunities.

Commentary

43. There is a very high level of parental satisfaction with the work of the school. This reflects the high priority that is placed on establishing successful relationships with parents from the wide range of ethnic and cultural backgrounds. A welcoming atmosphere is provided and informal discussions with staff are encouraged. Parents of children joining the school are pleased with the information they are given about the induction of their child to school. A translation service is provided for those families who are not familiar with the English language. Parents of children with particular learning or behavioural difficulties meet regularly with teachers and the specialist support staff involved.

44. Children's learning is helped by the substantial encouragement that parents give to homework but a minority of parents fail to ensure regular attendance. Several parents offer voluntary assistance in classes including helping with reading whilst others assist with school visits and other activities. Many parents enjoy the school concerts and special assemblies. The prize giving event introduced last summer was an outstanding success and very popular with parents. Fund raising events are supported well and the proceeds are used to improve facilities, including playground equipment.

45. Regular newsletters are issued about school activities and events. Good information is provided about children's progress and personal development at the successful meetings with teachers and specialist staff that are held each term. The annual written reports give helpful details about progress and include appropriate targets for improvement. A revised version of the school prospectus is to be published shortly. The governors' annual report provides an account of the work of the governing body and the school's achievements but needs to make more references to the targets for the test results at age eleven, progress on implementing the action plan from the previous inspection. Fuller information is also needed about the annual test results and on the school's finances.

46. The school works closely with nearby schools. The headteacher is on the board of the Hoxton Sure Start scheme that works to improve learning opportunities for the under fives. Helpful cooperation with local secondary schools enables parents and Year 6 children to be well informed about the transfer at age eleven. Effective cooperation with the Learning Trust has been an important factor in helping to raise standards. In partnership with nine other schools, Burbage participates in the successful 'Shoreditch Our Way' project that helps to raise aspirations of parents from difficult backgrounds in supporting their child's learning. Students from South Bank University are seconded to the school as part of the teacher training scheme.

47. A nearby city bank is extremely supportive of the school. Volunteer employees from the bank visit the school for 45 minutes each week to help children from Years 4 to 6 develop reading and number skills. The bank provides training facilities and volunteers who work on improving the school environment, for example by decorating the breakfast club and renovating the roof garden area. The school premises are used for adult language classes. Local businesses provide extensive support for the Summer Fete. This is an extremely successful community event that is much enjoyed by parents, children and the residents from the diverse ethnic and cultural backgrounds.

48. Great care is taken to arrange the induction of new children sensitively, especially when they speak little or no English, and sometimes have very little experience of schooling. Established children from the same ethnic minority groups befriend the newcomers, helping them to find their way around the school, and to understand its processes. They have had training, wear special badges and take their responsibilities very seriously. New children's individual learning needs are identified quickly, and suitable provision is made to help them settle smoothly to learning. Staff keep a sensitive eye on the welfare of the small number of children in public care. The previous inspection commended the high quality of the care and support provided, and this is still the case.

49. The school has established close links with its multiethnic community and with the parents of the children. A learning mentor and a bilingual home-school link worker, liaise closely with the parents of children from ethnic minority and Traveller communities, helping them to find the most effective ways of supporting their children's learning. A weekly family learning programme is held for parents of children in the infants, and a special "surgery" for Turkish and Kurdish parents' deals with any concerns or misunderstandings that may arise. Arrangements have been made for adults to study Turkish, up to GCSE level if they wish, and good links are maintained with the local mosque and cultural centre where some children live during the week.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and key staff in partnership with the governing body are very good. They are major factors in raising standards and overcoming the barriers to achievement and are an improvement since the last inspection.

Main strengths and weaknesses

- The leadership and management of the headteacher and senior management team are very good.
- Governance of the school is also very good.
- Strategic planning by the headteacher, governors and staff is closely linked to raising standards.
- Induction procedures for new teachers are very good.
- Leaders have a strong commitment to inclusive practice.
- There is an urgent need for the headteacher and governors to formulate a clear policy and address the difficulties surrounding the retention of high quality teachers.
- Financial resources are used well to support the school's key objectives.

Commentary

50. The headteacher provides very good leadership and is very well supported by the deputy headteacher. There is a clear vision, sense of purpose, high aspirations and relentless focus on raising standards and achievement. The school improvement plan is linked to the school's strategic direction and also has a strong focus on raising standards throughout the curriculum.

51. Members of the senior management team that have responsibilities for subject leadership have a really positive impact on the quality of teaching and standards in these areas. Strategies used by the senior management team to bring about better quality in teaching have been successful. Weaknesses are identified quickly and addressed very effectively. However, the advice given is not

always taken on board and implemented. The headteacher has developed a plan to extend the senior management team to include phase leaders and additional subject leaders. This greater level of delegation is important to reduce the very high workload of the senior staff. Implementation of the plan has begun with the appointment for September of a subject leader for mathematics and the appointment of the leader of the Foundation Stage to the senior management team. The headteacher recognises that the delegation of these posts of responsibility is a crucial factor in sustaining recent improvements in the quality of teaching and standards. In the past it has been impossible to delegate responsibilities as teachers did not stay long enough to develop management roles.

52. The headteacher is very skilled in critical evaluation. She has implemented a rigorous programme for monitoring and evaluation and as a result has a very good understanding of the school's strengths and weaknesses. Determined action is taken to deal with the weaknesses as the interests of the children come first. A strong ethos of teamwork based upon mutual trust and respect exists within the school. This deserves real credit when many teachers are temporary or new to the school and has much to do with the guidance provided to help teachers apply the school's policies consistently.

53. The governing body is clear about the strategic direction for the school. The governors have considerable expertise which they use to benefit the school and its children. Together with the headteacher and the school staff they have made a significant contribution to the school improvement plan that shapes the vision and direction of the school. Governors also have a very clear idea about the strengths and weaknesses of the school and are anxious to improve standards across the curriculum. They make decisions on an informed basis by visiting the school regularly, monitoring lessons and analysing data. Their good understanding of performance data helps them to regularly track the progress of individual children. This enables them to monitor pupil performance against prior attainment and evaluate trends over time. In addition to supporting, monitoring and evaluating the effectiveness of the school, they also hold the school accountable for standards. A very good balance between challenge and support exists. The governors are instrumental in evaluating the effectiveness of performance management, and appraisal of the headteacher.

54. The governors understand the school's barriers to improvement and have taken action to address them. Their input into the recruitment of high quality teachers has been successful. There is now an urgent need for the headteacher and governors to formulate a clear policy and address the difficulties surrounding the retention of these teachers.

55. Communication with staff, children, parents, governors and other partners is very good. Appropriate measures to implement the Race Relations Act have been taken to ensure an inclusive ethos. The school is very successful in promoting racial harmony.

56. The headteacher has established effective procedures that involve all concerned in school self-evaluation and identifying priorities. Staff at all levels purposefully and efficiently collect pertinent data on standards and progress. Close analysis of assessment data in relation to pupil groups is used to improve and raise standards in English, mathematics and science. This information is used effectively to target areas for development and provides a focus for staff training.

57. The leadership and management of the school's programme for children identified as having special educational needs or learning English as an additional language, and for those from ethnic minority and Traveller communities, are excellent. The previous inspection considered this area of work to be very well led, and it is even better now. The deputy headteacher is now the coordinator for both aspects and his appointment is a testimony to the priority the school gives to these children. The deputy headteacher is very skilled and experienced and leads with energy and imagination. As a result, provision is very good, and children achieve very well. The funds the school receives to help raise the achievement of children from ethnic minority groups or those with special educational needs are used to very good effect.

Example of outstanding practice

Strategies used by the leadership and management of English as an additional language to raise achievements of different ethnic groups.

After a careful analysis of children's attainments, it was found that some Kurdish and Turkish speaking boys did not achieve as well as expected. Additional classes were run for them, with help from the Learning Trust, both after school and in the holidays. Realising that parental support was vital for raising achievement levels, the school extended its arrangements for consulting and advising parents. As a result of this all-round approach, marked improvements in mathematics and science were made. The school regularly provides additional professional training for teachers and support assistants, a burden when teacher turnover is so high. The coordinator has drawn up excellent, precise action plans for further developing these aspects of work, and has made sure the school is well resourced for teaching and learning.

58. The school clearly identifies its main strengths and weaknesses and sets targets for school and individual performance objectives that reflect the most important priorities. An appropriate range of continuous professional development opportunities exists and the impact of this is evident in the quality of teaching. Staff members are encouraged to take on additional responsibilities, such as subject leadership and are well supported in these roles by the senior management team. Good support is given so that individuals can meet their objectives. The extent to which objectives have been achieved and their impact on raising standards are reviewed annually.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	965,177	Balance from previous year (Deficit)	130,082
Total expenditure	888,476	Balance carried forward to the next (Deficit)	53,381
Expenditure per pupil	3,444		

59. The school has been successful in reducing an accumulated deficit that stood at £230,000 four years ago one year earlier than anticipated. The remaining deficit was completely cleared during 2003 to 2004 and a carry forward surplus of over £30,000 is now expected at March 2004. The need to reduce the deficit budget has meant that the school could not improve its resources for learning, accommodation or consider a policy for retaining high quality teachers through financial reward. Governors, together with the headteacher have been very successful in seeking additional funds to benefit the children in other ways. Resources obtained from a school that closed recently have supplemented those of the school, but it is time to audit them and improve their quality.

60. Governors set the annual budget having full regard to the educational priorities identified in the school improvement plan. During the year, progress against the budget is carefully monitored by the finance committee and the headteacher. There are very good internal controls and the bursar undertakes her responsibilities in a highly competent manner. The school is successful in securing grants and other income to help meet its challenging circumstances and such funds are utilised effectively. The strong emphasis placed on securing best value makes an important contribution to the overall aim of improving standards of achievement. The school now provides good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

61. Children start in the Nursery part-time in the term after their third birthday. When they are four, they attend full-time before moving on to the Reception classes.

62. Teaching and learning promote very good achievement in all of the areas of learning, although the difficulties with the accommodation hinder progress in physical development in the Reception classes. Staff do their best to overcome these difficulties and, in some cases, unsatisfactory resources to help children to become independent, make important choices about their work and learn through a wide variety of challenging and exciting play activities.

63. Attainment on entry to the school is well below that normally found, although some children are really bright. As a result, many children at the end of their Reception year meet the early learning goals in personal, social and emotional development. They do not meet them in other areas of learning because their language skills are not always good enough. That said brighter children are challenged very well and some are already working at the early stages of the National Curriculum.

64. Common features of the high quality teaching and learning include:

- very good knowledge of the Foundation Stage curriculum and the ways children of this age learn so that children learn a lot from one activity;
- planning for exciting activities at different levels of the stepping stones or early stages of the National Curriculum that engage children, encouraging them to talk and learn a lot;
- very effective teaching methods, use of resources and deployment of adult support so that children achieve as well as they can;
- use of children's own languages to promote self esteem and learning;
- thorough assessment of what children know and can do so that activities are planned to meet individual needs;
- the children's very good attitudes and enthusiasm for learning;
- the promotion of high standards of behaviour.

65. Leadership of the Foundation Stage is very good. All the staff in the Nursery and Reception classes work very closely together evaluating their work to bring about improvements. The leadership is dedicated to ensuring the highest possible standards and achievement in all areas of the Foundation Stage. The curriculum is innovative, taking into account the many different ways in which children learn. It is very practical and relevant to children of this age. This allows all children, including those with English as an additional language, special educational needs and the higher attaining children, to achieve as well as they can. The relaxed, yet purposeful atmosphere, especially in the Nursery gives children the opportunity to demonstrate their capabilities and often surprise staff with what they can do. This information is used very well to provide more challenging activities and enable children to do as well as they can.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The development of independence skills is very good
- Children are confident to try new activities and talk in groups.

- All children form good relationships with adults and their classmates, working together harmoniously.

Commentary

66. In the Nursery, staff provide many interesting activities that help children exhibit curiosity, capture interest and invite creative play. As a result, children leave their carer happily and quickly. Many other activities in and out of the classroom satisfy their eagerness for new experiences as they are enabled to move freely from one activity to another. Nursery staff offer exemplary role models to the children in their discussions with them, inviting the children to play together or spend time on activities on their own. Some staff are dual language speakers and do much to help children communicate effectively in their own language as well as in English. Children delight in playing together, with adults or spending time alone, engrossed in books, playing on the computer or painting. This is also true in the Reception classes where children are confident and work happily on their own or together leaving the teacher or support staff free to work with particular groups.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- There are many opportunities to develop children's speaking and listening skills.
- Reading is taught very well.
- Children are encouraged to try out their knowledge in writing at a very early stage.

Commentary -

67. In the Nursery and Reception classes, speaking and listening skills are developed very well through activities, such as role-play in the garden centre, or as characters in traditional stories. Adults play alongside the children in their play to extend their vocabulary and model conversations and discussions. Often children speak in their own language, but develop confidence in speaking English as they know staff will listen to them patiently and encourage them. In the Nursery, children often share what they have been learning at the end of the morning or afternoon with the whole class. They do this confidently as they know others are interested. In one of the Reception classes, the classroom is very small and this limits the opportunities for role play.

68. In an excellent session in the Nursery, the teacher worked with the full-time children helping them to learn to read. The book was carefully chosen to interest the children as it was relevant to their age and experience. They listened attentively and joined in the repetitive phrases. Some recognised the letters and the sounds they make as well as the words that occurred frequently. The teacher used words she had learned in Turkish to make sure the dual language children in the group had a full understanding of the story. Every opportunity was taken to make learning to read fun, and to develop skills in using pictures and sounds to help read unfamiliar words or gain understanding of a story. In a very good session in Reception, a small group of bright children worked with the teacher in a guided reading session, where they were all helped to read a short story. They were working at the early stages of the National Curriculum. Children whose mother tongue is not English are helped to learn to read by making the book 'come alive'. Staff use real items mentioned in the stories to help the children understand them and act them out. However, despite these significant efforts not all children will meet the early learning goals as their language skills hold them back.

69. In the Nursery there are opportunities for children to try and write things for themselves at a very early stage in their own language or in English. This helps them to understand writing is an important way to communicate. This is built on in Reception and brighter children write simple sentences on their own or with the help of an adult. However, there is a significant number of children who find it hard to write more than their names.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- There are many practical activities that help children to enjoy learning.

Commentary

70. Children in the Nursery hardly knew they were learning about numbers when they were comparing the different size towers they were building. Their conversations with adults included the use of words such as, *bigger than*, *smaller than*, *higher than* and *lower than*. When they counted and sorted different kinds of beans, they knew how to count to 10 or more in English and in their own language. One child counted to seventy five accurately. A really able child took the opportunity to initiate and demonstrate her recording and writing skills to 1,000.

71. In the Reception classes, staff build on this and use their detailed assessments to set work that is appropriate to children's abilities. For example, one group of children was learning about the number 6. Many activities helped them to find different ways to make this number, including practical counting of resources, discussions with a partner about their ideas of numbers that go together to make six, and writing simple number sentences. Brighter children work on higher numbers and calculate addition and subtraction to 20 accurately. These children are already working within the early stages of the National Curriculum, but this is not the case for a significant number who are not yet meeting the early learning goals set for them to reach at the end of the Reception year,

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children really enjoy finding out about the world around them.

Commentary

72. In the Nursery, children enjoy many exciting experiences that help them to find out about the world around them. Photographs show them exploring the school garden to find plants, flowers and small creatures. In the Nursery and Reception classes, during the inspection, the main focus was on learning about what plants need to grow. Children in all classes planted seeds and discussed the need to provide water, warmth and light for the plants to grow well. This subject is linked to other areas of the curriculum very well. Garden centre role play areas also promote speaking and listening, mathematical and early writing skills. In the Nursery, children look after their attractive pot plants, watering and weeding them. Book resources for the scientific aspect of this area of learning are old and out of date and need replacing so that they are relevant to children of this age.

73. Computer programmes are used to develop children's skills in reading, mathematics, art and design, as well as information and communication technology. In addition, children's different cultures are respected fully.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop their manual dexterity but the accommodation restricts opportunities for demanding physical activity.

Commentary

74. The curriculum in the Nursery and Reception classes gives children the chance to develop their dexterity by moulding their name in malleable materials, rolling out and shaping pastry, dough or clay, writing and constructing models from a wide range of materials and toys. They handle tools, such as scissors and other objects with increasing control. Outside the Nursery, there is a small garden area with a climbing frame. The space is not big enough for children to ride tricycles, play with hoops, balls or skipping ropes without bumping into others. Reception children are timetabled to use this space for two sessions a week. These are structured learning opportunities with clear objectives so that the best use is made of the time. In addition, the lack of space and access for Reception children makes it hard for staff to develop children's initiative in this area or make closer links between learning indoors and outdoors.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- There is a wide range of activities to promote children's creative development.

Commentary

75. In the Nursery and Reception classes, staff make very good provision for children to be creative using a wide range of media to paint, draw, and make models using a variety of techniques. Role play areas, puppet theatres and stick puppets help children to learn to communicate with each other and adults. Listening to music, singing, playing instruments, helps children to explore and understand different sounds and the pleasure music making brings. Often, children use information and communication technology to draw pictures or play games to enhance their knowledge in other areas of learning in a creative way. In this area of learning, children's individuality is allowed to flourish.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 2 and Year 6.
- Teachers' subject knowledge is good.
- Children's attitudes to learning are very good.
- The support for individual children in reading is exemplary.
- The school library is not used very much and is poorly organised.

Commentary

76. Standards in speaking and listening, reading and writing are below average at the end of Year 2 and Year 6. Improvements in the quality of teaching and learning and a focus on raising standards in reading and writing have led to improvements. Achievement varies according to the quality of teaching, but overall it is good, especially in reading. This represents good improvement since the last inspection and in results from national tests in 2003, which were well below average.

77. Skills in speaking and listening are below average, but children make satisfactory progress. The school uses a variety of strategies to encourage children to participate in lessons, including talking to a partner and discussing in small groups. Most children listen attentively to the teacher. Some children find it difficult to explain what they have been doing to the rest of the class. Children who speak English as an additional language are given very good support so that they become fluent English speakers.

78. The school benefits from a reading recovery programme, which provides individualised support for Year 1 children on a daily basis. The staff are very well organised, present this programme very well and ensure that all children receive a rich diet of support and encouragement. Progress is meticulously recorded. This is having the effect of raising standards rapidly for those children involved. A recently introduced system tracks the progress of other children and highlights individuals and particular groups who are falling behind. This enables the school to provide additional support to help the children overcome their difficulties. Children are encouraged to read at home but home/school reading diaries are not given a high priority in some classes. In classrooms there is a good selection of books from western and other cultures. The school library is located on the third floor and not easily accessible to younger children. It is a spacious room but poorly set out, with most of the books crammed into shelves against one wall. Children seldom use this resource.

79. Writing is a focus for development. Children's work shows that they write for a variety of purposes and many of the tasks are interesting. For example Year 5 children debated the pros and cons of banning playtime. Children with special educational needs are supported very well so that they achieve as well as they can. Those who speak English as an additional language are also supported very effectively. However, they do not always have enough English to understand the inference required to reach the higher than expected level of attainment, Level 5 in Year 6. This is one of the reasons why no children reached this level of attainment in 2003.

80. The subject leader has worked hard to monitor the progress of all children. Targets are kept on desks so that children can see them easily and know what they have to achieve in a short period of time. In books marking is inconsistent, especially for children in Year 1 and Year 2. Marking in Years 3 to 6 is more helpful and points out to children how they can improve.

81. The quality of teaching and learning varies from poor in Year 1 to very good but is good overall. In the very good lessons, teachers have high expectations of what children can achieve and explain tasks carefully. They use visual aids effectively. For example in Year 4 the teacher gave a multi-media presentation on advertising, which inspired children to analyse persuasive writing. In Year 1, the planning was not well matched to children's abilities. Teachers' subject knowledge is generally good so that children respond very well and are enthusiastic and well behaved. They work hard and are keen to contribute their views.

82. Leadership and management are good. The subject leader is an established member of staff and is knowledgeable about the subject. An effective action plan is in place with appropriate priorities for development that are evaluated termly. Regular monitoring of teachers' work takes place and support given as required. Some of the important messages from the school's careful analysis of performance data are not always taken up by teachers. The high turnover of staff means that some opportunities are being missed to ensure that standards rise even more quickly.

Language and literacy across the curriculum

83. There are some links with other subjects, although incidentally rather than as a planned programme. For example, Year 2 children studied a text about the life cycle of the frog, and Year 6 children wrote the chorus for a song. Computers are used mainly for word processing to produce poems or letters. Year 5 children designed and made their own storybooks as part of a competition, with some high quality work on display.

MATHEMATICS

Provision in mathematics is **satisfactory**.

- The quality of teaching is good overall.
- The investigative aspects of mathematics are not used as often as they could be.
- Teaching is better in the juniors than in the infants,

Commentary

84. In national tests in 2003, results in mathematics were well below average in Years 2 and 6. When compared to schools with children from similar backgrounds, the school's performance was below average in Year 2 and well below average in Year 6. The reasons for these low standards in Year 6 are linked to the high number of children with special educational needs in the year group, high numbers of children joining and leaving the school as well as the high turnover of staff. There were gaps in children's learning that could not be made up, even with additional lessons in the school holidays.

85. That said the trend in improvement in results over the last two years shows a slight increase in the infant stage but significant improvement in the junior stage. There is a firm upward trend and the gap between the school's results and the national picture is now closing. It is anticipated that results in the National Curriculum tests in Year 6 this year will be broadly in line with the national average. This is because teaching has been consistently good in Year 6 and the staffing situation has remained stable. There are fewer children with special educational needs in the year group. Children with special educational needs or English as an additional language are supported very well. However, the investigative aspect of mathematics does not receive the attention it should. Currently, standards are average in Year 6 and below average in Year 2. Lesson observations and the children's books support this view.

86. Children's books in Years 1 and 2 indicate that there is variation in the amount of work they have completed depending on the quality of teaching. In one Year 1 and one Year 2 class, children have achieved satisfactorily over time. However, weak teaching and staff turnover in the other Year 1 and 2 classes has slowed achievement over time because of teacher's low expectations of what

children know and can do. At the time of the inspection, one teacher in Year 2 had only been in the school a few days and was still getting to know the children in order to enhance their rate of progress.

87. There are clear indications of rising standards in the junior stage. Children in Year 4 have made good progress this year showing distinct improvements on their Year 2 national test results. The reason for this is higher quality teaching and effective use of learning support assistants and feedback to children which takes their learning forward. Children's attitudes are also very good and they want to do their best. The higher quality of teaching, also found in Years 5 and 6, is enabling children to acquire a secure foundation of knowledge, skills and understanding. The teachers working in the school at the present time are filling the gaps caused by changes of school and staff turnover. In Year 6 work is well presented. Children have made good progress because there is rigour in the content of the work and depth in their studies.

88. The quality of teaching of mathematics is generally good. Most lessons are carefully planned with clear learning objectives which are usually shared with the children so that they have a good understanding of what they are going to do in each lesson. Teachers have good subject knowledge and use the methods set out in the National Numeracy Strategy effectively. This means lessons have clear structures that develop children's knowledge skills and understanding. The review session at the end of most lessons helps children to review and understand what they have learned.

89. Teachers use a range of methods to help children do as well as they can. They give clear explanations, make use of effective questioning to develop thinking skills, invite children to share their ideas with each other or work together in small groups. Support staff are deployed well to help groups of varying ability or children with English as an additional language. Children respond very well to high expectations of behaviour so that there is a positive learning atmosphere. Time is used effectively and most children complete a good amount of work in the lesson. Most work is marked, but it does not always give children enough information about where they went wrong or how they could improve.

90. Leadership and management are very good. The subject is led by the headteacher who has taken significant action to raise standards by improving the quality of teaching. This is proving fruitful, but there is work to do to retain high quality teachers.

Mathematics across the curriculum

91. While some mathematics was found in information and communication technology, science and design and technology it is not used often by all teachers in their work across the curriculum.

SCIENCE

Provision in science is **good**.

Main Strengths and weaknesses in this subject

- Subject leadership is very good.
- Opportunities for investigative work are frequent.
- Children's' attitudes to science are good.
- Teaching in Years 3 to 6 is good overall and very good in Years 5 and 6.
- Achievement between classes in Years 1 and 2 is inconsistent.

Commentary

92. Standards in science in national tests in Year 6 in 2003 were well below average. In Year 2, teachers' assessments indicated that standards were below average. Following these results, science has taken a high profile in this school and standards are improving. The school's records indicate and inspection evidence suggests that the targets for the number of children to reach the expected Level 4 in Year 6 in 2004 will be met. This means that standards are now average in Year 6, but remain below average in Year 2.

93. Children's attitudes are very positive. They talk enthusiastically about science lessons and are particularly motivated by the opportunities for investigative work. In Years 5 and 6 they have a very good understanding of how to set up a scientific investigation. They can articulate well the need for a fair test and can suggest ideas about what variables should change and which should remain the same.

94. The quality of teaching is good in the junior stage and some examples of very good teaching were observed in Years 5 and 6. This is raising children's achievements so that they acquire the knowledge, skills and understanding they need to achieve well. Secure teacher subject knowledge and frequent opportunities for children to carry out investigative work contribute a great deal to the rising standards. Staff turnover continues to influence standards, especially in Year 2 where standards are in line with the national picture in one class, but below in the other where there has been weak teaching and staff turnover. Similarly teaching in one Year 1 class is stronger than in the other.

95. Opportunities for cross-curricular work are increasing. Children record their findings in a variety of ways including charts, graphs and written reports. Teaching in literacy lessons and writing frames support children's written work in science. A very good lesson in Year 4 made maximum use of information and communication technology to record children's findings. These children recognised the many advantages of using the computer in this way. A range of special events and visits have enhanced the quality of science teaching. A visit to the Natural History Museum proved popular with children. In Year 2, staff enhanced children's learning by participating in the science week at Hackney Museum.

96. Leadership and management are good. The responsibility for coordination currently lies with a subject leader covering for a colleague on maternity leave. She has a clear idea of the strengths and weaknesses. Teachers' planning is monitored rigorously by the senior management team and feedback to teachers clearly identifies strengths and the need for improvement. This plays an important role in the quality of the curriculum and teaching the children receive. Good use has been made of assessment data to target areas for improvement. In addition, in-service training has led to increased subject knowledge among staff. Support from the Learning Trust has also helped to improve the quality of teaching and increased teachers' confidence in the investigative process.

97. Resources for teaching science are satisfactory, although some of them are old. There is a need to audit current resources and target future spending accordingly.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Children work with enthusiasm in the computer suite.
- The quality of teaching observed was mostly good or very good.

Main strengths and weaknesses

98. Standards in information and communication technology are satisfactory in Year 6. This represents good improvement since the last inspection. Year 6 children can navigate a word

processing programme independently to modify and edit text as they wish. They can create and import images into a text and vary page layout confidently. Their very good attitudes mean they work with enthusiasm and a determination to achieve well. In Year 2, standards differ in the two classes, but overall they are below those normally found. In one lesson observed, children successfully programmed 'roamers' to move around in the shape of a square. This linked their work in mathematics to information and communication technology well. An attractive display also demonstrated the use of computers in art and design. However, this level of work is not consistent as a result of staff turnover.

99. In the few lessons observed, most of the teaching was good or very good enabling children to achieve well. Children with special educational needs and those with English as an additional language, also achieve well as adult help is readily available to support them. The best lessons were taught in Years 4 and 6 with energy and enthusiasm. Teachers demonstrate and explain very clearly. They use teaching methods that are successful. For example, they outline learning objectives at the start of a lesson and review them at the end to make sure children have learned them. Good questions make children think hard about what they have to do and tasks take clear account of the range of different abilities in the class.

100. In Year 3, teaching was unsatisfactory because planning lacked detail and time was not used well enough to ensure all children developed their computer skills. For example, children were using 'clip art' and text to write party invitations. The children were asked to work in pairs at one computer. The more confident child in each pair gave their partners little opportunity to develop their skills in using the mouse, or to practise changing the text, using the "delete" and "backspace" keys on the key board.

101. The use of information and communication technology has been integrated very well into lessons in Year 4. This is particularly true in literacy and science. A very good science lesson, in the computer suite, was observed and children achieved very well in science and information and communication technology. The teacher's very good subject knowledge in science and information and communication technology contributed significantly to the learning that took place.

102. Children's attitudes are very good in the junior stage. They work enthusiastically, confidently and co-operatively with partners. They are confident and enthusiastic computer users and explain well the benefits of recording their findings using information and communication technology. Many of children in Year 4 have the confidence to use PowerPoint to make presentations. They can also use web sites effectively to research further information.

103. Leadership and management are satisfactory. The subject leader is new to her role and has yet to influence the subject. Assessment procedures have been developed to allow teachers to record children's progress, but these have not been fully implemented in all classes. The new computer suite has been well set out in a spacious room and is used a lot. There is a good action plan to support the development of teaching and learning in information and communication technology.

Information and communication technology across the curriculum.

104. Information and communication technology is used well to raise standards across the curriculum in some classes, especially in Year 4, but this is not consistent across the school.

HUMANITIES

105. No lessons were observed in geography and only one lesson was observed in history and so it is not possible to judge standards and overall provision in these subjects.

106. During discussions with Year 2 children about their learning in **geography**, it was evident that they have positive attitudes to learning in this subject. They talked enthusiastically about their own personal experiences of the world. A significant number of children visit relatives in other

countries for extended periods of time. These children are able to describe places such as Turkey, Morocco and St. Lucia in detail. They articulate the main differences between these holiday destinations and their home in London well. There are, however, gaps in children's knowledge of aspects of the National Curriculum in geography due to inconsistencies in the quality of teaching.

107. Children in Year 6 describe their local environment appropriately and suggest many ways in which it could be improved. The school plays an active part in a recycling project and the children recognise the benefits of this. They also talked enthusiastically about a recent study of coastlines but had difficulty in recalling previous learning in geography. The gaps in their knowledge stem from the disruption to their learning caused by high levels of staff mobility.

108. Teachers' planning for geography is thorough. Examples of children's work are displayed throughout the school but its quality is variable. Children have become actively involved in their learning while on their travels by taking a toy bear called Barnaby with them and taking his photograph in places of interest. The primary helper has extended this activity by collecting artefacts from around the world and displaying them on a world map in the school hall. Children relate well to this and talk knowledgeably about the display.

109. Since the last inspection, the appointment of a visit co-ordinator has led to an increase in the number of study trips to local places of interest. These visits have enhanced the quality of children's learning in geography and increased their knowledge of the surrounding area. Resources are satisfactory, although some of them are old and unappealing.

110. Displays of children's work in **history** demonstrate that the subject is taught appropriately over the year. Discussions with them revealed some gaps in their historical knowledge. Children in Year 6 talked with enthusiasm about their current work but had difficulty recalling topics from previous year groups. Staff changes have also impacted achievement in this subject. However, the quality of teaching observed in Year 5 was very good. The teacher captured children's interest by using photographs of pop stars from the past to develop skills in historical enquiry. Children were successful in making a timeline of *The Beatles'* career and were able to compare and contrast images of modern and past icons using their observational skills.

111. Children' attitudes are very good, although the quality of their work is variable. In some year groups there is an overdependence upon poor quality worksheets that do not meet the needs of the children and reduce opportunities to use their initiative.

112. The responsibility for curriculum leadership of geography and history currently lies with the headteacher who has a very clear idea of the strengths and weaknesses in each subject. Comprehensive annual curriculum plans ensures the subjects are taught. The headteacher monitors teachers' planning rigorously to ensure these plans are adhered to. Opportunities for cross-curricular work are yet to be fully explored. Resources for teaching history are satisfactory. A collection of Victorian artefacts stimulated interest among children and encouraged them to speculate about their use.

Religious education

Overall provision for religious education is **good**.

Main Strengths and weaknesses in this subject

- Leadership and management are good.
- Resources enhance children's learning of different faiths and religions.
- Links with the community groups, including the local church and mosque, are strong.
- Assessment of children's progress against key learning objectives is good.

Commentary

113. Religious education has a high profile in this school. Discussions with children confirm that they know a lot about Christianity and other faiths so that their attainment is in line with the locally agreed syllabus. Lessons about different religions and faiths focus upon similarities as well as differences. Children's attitudes are very positive; they talk openly and confidently about their beliefs which are respected by their peers.

114. Strong links exist with the community and in particular the local church and mosque. Children have benefited from visits to both of these places of worship. A small number of children are excluded from such visits at the request of parents. Visiting speakers also contribute positively to children's learning in religious education.

115. Assemblies provide other opportunities for children to develop their knowledge and understanding of world faiths. They contain strong moral themes which contribute positively to the personal development of children. The headteacher promotes a calm ethos which is conducive to individual and group reflection.

116. Responsibility for the leadership and management of the subject currently lies with the headteacher who has a very clear idea of the subject strengths and weaknesses. She monitors standards by scrutinising teachers' planning and sampling children's work.

117. Recent developments in assessment are providing the school with an ongoing record that will accompany the child throughout their time in the school and measure their progress against the key learning objectives. The headteacher collects these records annually in order to track pupil progress in religious education. Resources for teaching religious education are plentiful. A wide range of artefacts are used well both within lessons and as part of displays to promote interest among children.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

118. No lessons were seen in art and design, or music. One was observed in design and technology and two in physical education. No judgements can be made about overall provision. However, planning was examined, work was scrutinised, and discussions were held with children and teachers.

119. In **art and design**, the subject leader has a clear vision for the development of the subject and has compiled a helpful portfolio to show progression in knowledge and skills from Year 1 to Year 6. This gives clear guidance to new teachers about the quality of work that is required. Children's work is assessed at the end of each topic and checks made to ensure children are using an appropriate range of techniques and materials. There are good links with other subjects. For example, in religious education, children have painted scenes from the story of The Creation, coloured Islamic designs and sketched objects seen on a visit to a local church. In science, they have made patterns from seeds and plant materials. In geography, children have been inspired by Aboriginal art, and in history they have designed mosaics in the style of the Romans. They have opportunities to visit art galleries and to work with local artists. Children enjoy their work, which is celebrated in colourful and attractive displays around the school.

120. Standards found in samples of work in **design and technology** are similar to those found in most schools in Year 2 and Year 6. This represents an improvement since the last inspection. Children are developing appropriate skills based on a clear scheme of work. There are opportunities to make initial designs, modify them and produce a finished article. Children are encouraged to think through their designs and to select from a range of materials to make them. In one very good Year 1 lesson, the teacher and assistant used role-play to good effect to show children how they might improve their plans for some playground equipment. Children's completed work is photographed to form a record. At present there is no subject leader and the subject is not a priority for development.

121. The school has a **music** room and a good range of resources for children to enjoy composing and performing without interrupting other lessons. Very little music was observed during the inspection, but it is a feature of the curriculum. Children enjoy singing and appreciate the music of the many cultures reflected in the school.

122. Photographic evidence of children involved in **physical education** indicates that in the infant and junior stages they enjoy a good range of curricular activities that include games, gymnastics, athletics, and dance. The use of a specialist teacher significantly enhances children's skills in ball games, especially those of the younger children. Very good knowledge means children are taught very well and refine and improve their performance quickly.

123. During the inspection, some children were practising an Indian dance to perform at the forthcoming school fete. The dance was choreographed and initially taught by a Year 6 girl. Standards were very high as the children kept together, knew the sequence of steps, moved rhythmically and enjoyed their dancing. The hand movements and footwork of a Year 6 pupil demonstrating the dance were excellent. The break- time sessions were organised and led by the primary helper. African dance is also part of this repertoire, taught on other days.

124. The subject is led and managed well. The subject leader has, through her enthusiasm, raised the profile of physical education in the school since her appointment in September 2003. The subject is enriched by a range of extra-curricular activities that include a running club, African, Indian, Turkish and Kurdish dancing, football training for girls and boys, cross country running and visits to the Mile End sports stadium.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

125. The programme for children's personal, social and health education and citizenship meets statutory requirements. The school is currently reviewing this programme to ensure that it meets the children's needs and is not interrupted by staff turnover.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well children learn	3
The quality of assessment	3
How well the curriculum meets children needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	6
Pupils' care, welfare, health and safety	3
Support, advice and guidance for children	3
How well the school seeks and acts on children' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).