

INSPECTION REPORT

RUSHMORE PRIMARY SCHOOL

Hackney

LEA area: Hackney

Unique reference number: 130302

Headteacher: Mrs E. A. Thompson

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 17th - 20th November 2003

Inspection number: 257376

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:	3-11
Gender of pupils:	Mixed
Number on roll:	434
School address:	Elderfield Road Hackney London
Postcode:	E5 0LE
Telephone number:	0208 985 3175
Fax number:	0208 986 5645
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Y. Servante
Date of previous inspection:	8 th July 1998

CHARACTERISTICS OF THE SCHOOL

The school is a larger than average, multicultural, inner city primary school, situated in Hackney in London. The school was originally on two sites either side of a road that has since been closed to extend the playground area. The 434 boys and girls who attend come from a range of backgrounds, the biggest group of which are of Black or Black British Caribbean origin. Approximately two per cent of the pupils are from refugee families and a small minority from advantaged homes. Nearly half of the pupils who attend have English as an additional language and nearly a quarter are at early stages of acquisition of English. The most common languages spoken by these children at home are, in order, Gujarati, Punjabi and Bangladeshi. There is a higher than average proportion of pupils with special educational needs, covering a wide range, including physical and behavioural needs, and autism, but mainly moderate and specific learning difficulties. A broadly average number of these pupils have a statement of their needs, but there are many more pupils with particular needs in some year groups than in others. Many pupils have special educational needs of a very pronounced nature. Higher attaining pupils are identified across the school and appropriate extra provision is made for them. The proportion of pupils known to be eligible for free school meals is slightly higher than average. Attainment on entry to the nursery covers a wide range, and there are variations year-on-year, due largely to the differing numbers of children with special needs or early stages of acquisition of English in each year group. However, it is below average overall, particularly in the areas of communication, language and literacy and personal and social development. The school is involved in a number of initiatives, including Healthy Schools, Excellence in Cities, Education Action Zone and dissemination initiatives. It has won a School Achievement Award. Pupil mobility is slightly higher than average at the top of the school as families move to secure secondary education places in other parts of the country.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	Mathematics, geography, religious education (RE)
9619	Mr R. Miller	Lay inspector	
20003	Mrs S. Metcalfe	Team inspector	English as an additional language, English, personal, social and health education and citizenship, history, music
27568	Mrs M. Davidson	Team inspector	Information and communication technology (ICT), design and technology (DT), physical education (PE), Foundation Stage (nursery and reception)
31975	Mrs K. Andrews	Team inspector	Special educational needs, science, art and design
20086	Mr D. Speakman	Team inspector	

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school with excellent features. The leadership provided by the headteacher is excellent and her vision and commitment to inclusion and building pupils' self-esteem are excellent and are communicated very effectively to all staff. Leadership is very good overall. The quality of teaching is good overall and frequently very good. Pupils' achievements are good overall and often very good, as a result. In view of the lower than average costs for this type of school, the value for money it provides is very good.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is excellent. The leadership and management of key staff and governors are very good.
- The quality of teaching and learning is good overall throughout the school and in English and mathematics it is very good. Pupils' achievements are good overall and in mathematics, they are very good.
- The curriculum is very good and is very well matched to pupils' needs. Opportunities for enrichment for all pupils are excellent.
- Provision for pupils with special educational needs and those with English as an additional language is very good.
- The spiritual, moral, social and cultural development of pupils is very good throughout the school and results in a very good ethos. Pupils have very good attitudes to school and their behaviour is good overall.
- Assessment is very good and very good use is made of the information when planning lessons. However, the quality of teachers' marking is inconsistent.
- The systems for ensuring the care and welfare of pupils are good and each pupil has very good and trusting relationships with adults in the school as a result.
- Despite the fact that pupils like school and enjoy their lessons, attendance is unsatisfactory.

There has been a **very good level of improvement** since the previous inspection. All of the issues raised have been effectively tackled and, in addition, there have been substantial improvements in many areas. Standards are better than at the time of the previous report in the Foundation stage, when they were below those expected. Results at that time were below average in national tests in writing and mathematics at the end of Year 2. This is no longer the case. Pupils currently achieve well and standards in all subjects are at least in line with those expected at the end of Year 2 and Year 6. Standards have been raised in English, mathematics, science, geography, history, physical education (PE) and information and communication technology (ICT) throughout the school and generally in the Foundation Stage and at Key Stage 1.

STANDARDS ACHIEVED

Pupils' achievements throughout the school are good overall. Achievements in mathematics by the end of Year 6 are very good. Pupils make good overall progress throughout the school. There are significant fluctuations in standards between different year groups, mainly as a result of varying numbers of pupils with special educational needs and with English as an additional language year-by-year. Children in the Foundation Stage are currently on course to achieve the goals they are expected to reach by the end of reception in communication, language and literacy, mathematical development, physical development, creative development and knowledge and understanding of the world. In personal, social and emotional development, standards are likely to be higher than usually found, due to the particularly good quality of teaching and the careful planning of the curriculum for this area of learning.

Currently, standards are average in English and science at the end of Year 2 and Year 6. In mathematics they are average at the end of Year 2 and above average at the end of Year 6. This represents good achievement overall for these pupils since Year 2 and particularly good

achievement in mathematics by Year 6. Pupils' achievements are good and standards are above those expected in ICT at the end of Year 2 and Year 6. In religious education, standards are in line with those expected at the end of Year 2 and above those normally attained at the end of Year 6 and pupils achieve well. Standards of achievement in personal, social and health education are good, and this contributes to the school's very good ethos. Standards in literacy, numeracy and ICT across the curriculum are good.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	B	B	A*
Mathematics	C	B	A	A*
Science	C	A	C	A

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2. A* indicates results were in the top five per cent of schools nationally.

Standards attained in national tests in 2003 at the end of Year 2 were average in reading, writing and mathematics. At the end of Year 6 they were above average in English, well above average mathematics and average in science. When compared to similar schools on the basis of prior attainment in tests at the end of Year 2, standards were well above average in science and in the top five per cent nationally in English and mathematics. These results represented a very good level of achievement for pupils in English, mathematics and science. Boys and girls, including those with special educational needs, those with English as an additional language and those from different ethnic groups, all achieve well throughout the school as a result of the consistently high quality education they receive.

Pupils' **spiritual, moral, social and cultural development is very good**. Pupils have **very good attitudes** to school and their learning. **Behaviour is good**. Despite the fact that pupils enjoy school, **attendance is unsatisfactory**.

QUALITY OF EDUCATION

The school provides a **very good quality of education** overall. This is as a result of very good leadership. The opportunities provided for enrichment of the curriculum are excellent. The curriculum is very well planned to include an exceptionally wide range of interesting and exciting opportunities for all and this has a very positive impact on pupils' learning. **The quality of teaching is good overall throughout the school** and in some areas, such as in English and mathematics for the oldest pupils, it is very good and leads to pupils making very good gains in their learning. The quality of assessment is very good and it is used very effectively to ensure that lessons follow on with sufficient challenge for higher attaining pupils and suitable support for those who are finding learning harder. The quality of marking is satisfactory overall, but variable. While some marking is good and indicates clearly how well pupils have done and what they need to do to improve further, other marking gives minimal information. The arrangements the school makes for the care, welfare, health and safety of its pupils are good. The partnerships it establishes with parents and with the wider community are good and have a beneficial effect on teaching and learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The leadership of the headteacher is **excellent** and her vision and determination has resulted in a continued drive to raise standards in all aspects of school life. She maintains a very visible and energetic presence in all school activities and is highly respected by pupils, staff, governors and parents alike. The leadership and management of key staff are **very good**. They are very knowledgeable about their various areas

of responsibility. They monitor their areas very effectively and provide very good guidance to their colleagues. The governing body is **very effective** in shaping the vision and direction of the school. Governors have a very good understanding of the school's strengths and weaknesses and challenge and support senior managers very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have high opinions of school and are appreciative of the work it does. They are particularly supportive of the work of the headteacher. They say their children are treated fairly and taught well. Pupils enjoy school and find their lessons interesting and exciting. They respond very well to the firm and fair systems for behavioural management, and say school is an exciting and enjoyable place to be.

IMPROVEMENTS NEEDED

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

- Improve the consistency of teachers' marking so that pupils and their parents know how well they have done and what they need to do next to improve still further.
- Work to improve standards of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The overall **achievements** of boys and girls of all levels of ability and from all groups are **good**, and in mathematics by the end of Year 6, they are **very good**. **Children in the Foundation Stage** (the nursery and reception classes) **achieve well**.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well, particularly in the development of their personal and social skills.
- Pupils achieve well in English throughout the school and they develop confidence and self-esteem.
- Pupils achievements in mathematics are good in Years 1 and 2 and very good in Years 3 to 6.
- Pupils achieve well in ICT and they attain standards above those expected overall.
- Standards in literacy, numeracy and ICT across the curriculum are good.
- The achievement of pupils with special educational needs and those with English as an additional language is good, due to the good levels of support the school provides.

Commentary

1. Pupils' achievement is good overall, and in mathematics it is very good. This is as a result of the concerted efforts by the headteacher and senior managers to raise standards of teaching and learning throughout the school. The quality of education has been significantly improved since the previous inspection, with a consequent improvement of standards achieved by pupils from all groups.
2. On entry to school, standards are below those normally attained overall. Many children have difficulties with spoken English. All children achieve well across all areas of learning in the nursery and reception. This is due to good provision and good teaching overall. Children in the Foundation Stage are on course to achieve the expected goals by the end of reception in communication, language and literacy, mathematical development, physical development, creative development and knowledge and understanding of the world. In personal, social and emotional development, standards are higher than usually found, due to the particularly good quality of teaching and the careful planning of the curriculum for this area of learning. However, despite attaining the early learning goals in communication, language and literacy, writing is an area where children progress steadily but more slowly.

Key Stage 1

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

Standards in:	School results	National results
Reading	15.6 (16.2)	15.7 (15.8)
Writing	15.1 (15.1)	14.6 (14.4)
Mathematics	16.2 (15.8)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

3. Standards attained in national tests in 2003 at the end of Year 2 were average in reading, writing and mathematics. The trend in test results indicates steady improvement over the last

few years, since 2000, when they were below average for reading and well below average in writing and mathematics. Currently, inspection findings are that standards attained in English, mathematics and science are in line with national expectations at the end of Year 2. **Pupils' achievement in these three core subjects in relation to their prior attainment and abilities is good.** They make good gains in their learning in lessons. Standards are in line with national expectations in other subjects and pupils' achievements are good in history, music, physical education, religious education, personal, social and health education and ICT. They are given good opportunities to use and develop skills in mathematics, literacy and ICT to support work in other subjects.

Key Stage 2

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

Standards in:	School results	National results
English	27.8 (28.1)	26.8 (27.0)
mathematics	28.7 (27.8)	26.8 (26.7)
science	29.3 (30.0)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

- At the end of Year 6, results in the national tests in 2003 were above average in English, well above average in mathematics and average in science. (In mathematics and English, standards were in the top five per cent nationally when compared to similar schools.) There is a steady trend of improvement. Compared to the prior attainment of these pupils at the end of Year 2, these results represented a very good level of achievement in all three core subjects. Inspection findings are that currently, standards are likely to be average in English and science at the end of Year 6. This difference between the two groups is due partly to there being a larger proportion of pupils with special educational needs of an academic nature in the current Year 6. In mathematics, standards are above average at the end of Year 6, which represents very good achievement, as these pupils' results were well below average in tests at the end of Year 2.
- Pupils make good progress in learning and standards are above those expected in ICT and religious education at the end of Year 6. Pupils' achievement is good in music, history, and physical education. Standards in literacy, numeracy and ICT across the curriculum are good overall, although more use could be made of opportunities to reinforce literacy skills while writing in some subjects in some classes, by more informative marking.
- The school has been very successful in raising the achievement of pupils with special educational needs. They now make good progress in line with their peers. This is a significant improvement since the time of the previous inspection and is due to the very good quality support that is provided in lessons, by teachers and class assistants, which enables pupils to achieve well. There is much evidence of pupils meeting the targets set for them in their individual education plans, but these pupils are still monitored closely to ensure that they do not underachieve.
- Standards of pupils for whom English is not the mother tongue matches those of others within their classes of the same ages, abilities and gender as a result of the very high quality support given at the beginning of their time in the school. The standards and achievement of specific groups of pupils such as those from a Turkish background or boys from the Caribbean are monitored across the borough and the school is careful to ensure that their learning in particular is supported and challenged so that they reach the standards and achieve as well as pupils from other ethnic heritages.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school are **very good**. The high expectations ensure **good behaviour overall**. Provision for spiritual, moral, social and cultural development is **very good**. This is a significant improvement since the previous inspection. Pupils like school and are punctual, but attendance is **unsatisfactory**.

Main strengths and weaknesses

- The school celebrates the diversity of its pupils, staff and community and spiritual awareness is high.
- The school is effective in promoting very good relationships and racial harmony. Pupils have high levels of confidence and self-esteem encouraged by the procedures adopted in the school.
- Pupils show a high level of interest in lessons and activities provided.

Commentary

8. The vision of the headteacher is centred upon ensuring the high self-esteem of all pupils and this has been effected by fair and rigorous systems and a sense of belonging to the school. Pupils are justifiably proud of their school and their part in it. They all contribute to and reflect in its successes in sport, drama and music. Pupils are able to reflect on their own beliefs and feelings, and this is well supported by the high spiritual quality of assemblies and the extent of the personal, social and health education curriculum. Rules and social expectations mean that pupils realise and respond to the responsibilities of living in a complex community. The whole school is a celebration of this diversity. Pupils learn to be truly proud of their own traditions, while learning about and sharing those of others. Well-planned assemblies contribute to levels of respect and provide opportunities to celebrate good behaviour and all aspects of school life. These factors contribute to the high levels of spiritual awareness.
9. Through the use of small, supportive groupings, all pupils from different ethnic backgrounds, especially those whose mother tongue is not English are given positive role models and support to develop their skills and encouraged to respond positively to all that the school has to offer. All pupils are involved with all activities and participate fully in the rich and wide range of activities extra to the curriculum, especially sports and arts activities.
10. Pupils are very happy to come to school and all pupils feel valued. Every opportunity is given to all pupils to raise their self-esteem. "Pupils' praise postcards", written by their teachers, are celebrated in assembly, displayed at school and shared with family and friends. Pupils who are elected to the school council have good opportunities to share and represent views on different aspects of school life.
11. All the adults in school have very high expectations of good behaviour. The routines and systems in place in school ensure that assemblies and dinner times, when large groups of pupils are together, are particularly harmonious and peaceful times. Older pupils learn to act as mediators and help to sort out any disputes which occur amongst their friends. They are very confident at doing this and are prepared to share their expertise with others. As a result, playtimes too are enjoyable and hassle free. The playground is marked out with interesting areas for different activities and these encourage pupils to choose to play sensibly. Pupils understand well the sanctions imposed for infringements of the behaviour policy. Rules are applied consistently throughout the day and throughout the school. The school deals very effectively with pupils who have been identified as having emotional and behavioural difficulties. This is because their challenging behaviour is very well managed. Effective management and intervention contribute very effectively to the good relationships and the ethos of the school. Thus all feel safe and cared for. As a result, pupils learn to respect their peers and make very good relationships with their teachers and those who help them in school.

12. In the Foundation Stage, children achieve particularly well in their personal, social and emotional development. Well-established routines help children to learn what behaviour is acceptable in school. They develop their independence because they are able to make choices of which activity to participate in.

Attendance

13. Attendance has steadily improved over the last year but still remains below the national average for similar schools, which is unsatisfactory. Pupils in Years 5 and 6 are good attendees and this is having a positive impact on their attainment and progress. A significant minority of absences are the result of family holidays taken in term time. Punctuality for the vast majority of pupils is good and lessons start and finish on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.8%	School data:	0.0%
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.

Exclusions

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	126	0	0
White – Irish	6	0	0
White – any other White background	21	0	0
Mixed – White and Black Caribbean	18	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	30	0	0
Asian or Asian British – Indian	43	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – Bangladeshi	17	0	0
Black or Black British – Caribbean	87	1	1
Black or Black British – African	34	0	0
Black or Black British – any other Black background	3	0	0
Chinese	1	0	0
Any other ethnic group	10	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. It is very well matched to the needs of boys and girls from all groups. The curriculum is rich and varied and enhanced by an excellent range of extra activities. Provision for pupils care and welfare is good and there are good links with parents and the community.

Teaching and learning

The quality of teaching and learning is **good** overall throughout the school. In English and mathematics it is **very good** overall and boys and girls from all groups achieve very well as a result. Assessment is **very good** overall.

Main strengths and weaknesses

- Teachers are particularly confident in teaching in English and mathematics, due to the high focus the school has placed on these areas, and teaching and learning are very good overall as a result.
- The teaching and learning of pupils with special educational needs are very good.
- There is very good support for pupils from minority ethnic groups and those with English as an additional language.
- Teachers and support staff have consistently very high expectations of pupils' behaviour and attitudes to learning are very good as a result.
- Assessment is very good and teachers use the information gathered very effectively to plan the next stage in learning for each pupil.
- While most marking is very good, some is minimal.
- There is very good specialist teaching which has a very positive effect on the quality of teaching and learning in many subjects.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (31%)	24 (53%)	6 (13%)	1 (2%)	0 (0%)	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. Numbers may not add up to one hundred due to rounding of percentages.

14. The school has placed an appropriately high emphasis on monitoring teaching and learning and putting training in place to develop teachers' skills. As a result, the quality of teaching and learning is good overall throughout the school and during the week of inspection there was a significant amount of very good teaching observed. This is a significant improvement since the previous inspection, which judged teaching to be satisfactory overall. Teaching in English and mathematics is very effective and results in pupils from all groups and backgrounds making very good gains in their learning and achieving very well. The school makes good use of opportunities to supplement teachers' skills by bringing in specialist staff for some subjects. For example, professional coaches are employed to help develop pupils' games skills and musicians assist in teaching pupils to play instruments. These high quality opportunities are given to all pupils and overall this has a very positive impact, not only on standards achieved in these subjects, but also pupils' developing confidence and self-esteem. For example, every pupil has the opportunity to learn how to play steel pans and older pupils have sufficient coaching in swimming to enable them to attain higher standards than nationally expected. Coaching in sports skills for all pupils, results in a high proportion representing their school and borough in local sporting events.

15. Teachers and other staff have high expectations of pupils' behaviour and response in lessons. The behaviour policy is firmly and consistently applied and, as a result, pupils pay attention to what their teachers tell them, listen carefully, concentrate on what their teachers tell them and apply themselves well to their learning. This has a positive effect on standards as a result.
16. The teaching and learning of pupils with special educational needs are very effective. Teachers and support staff are well trained and provide work that is at the right level for pupils. The assessment and monitoring of pupils with special educational needs is very thorough and the information gained is used very well.
17. Pupils with English as an additional language and those from minority ethnic groups are taught very effectively. The school employs a good number of teachers and other staff from different ethnic backgrounds. These provide pupils with positive role models and give good support to pupils' learning. In class, teachers plan a range of activities to help pupils, challenging them to learn and develop their skills, knowledge and understanding across the breadth of the curriculum. Teachers target support to help them make good progress and use on-going assessment of their work to plan future lessons, not just in English but also across the full curriculum.
18. There has been a significant improvement in assessment procedures since the time of the previous inspection and they are now very good. Sophisticated, advanced and efficient systems are now being used effectively by the school to monitor and ensure equality of provision for all groups of pupils and to drive up standards. They are also being used to successfully provide extra challenge in some areas for higher attaining pupils and to place pupils in set groups for mathematics and other booster groups for literacy. In mathematics in Years 3 to 6, pupils are set in ability groups that are regularly reviewed. As a result, the challenge provided for potentially higher attaining pupils is appropriately high and the support that can be given to pupils who find the work harder enables them to develop self-esteem and confidence in their mathematical skills.
19. Although assessment is very good, not all teachers are adhering fully to the school's new marking policy. Some opportunities are missed to explain to pupils how well they have done and what they might do to improve further. In the Foundation Stage, a large amount of information is gathered and stored for each child. This is not always used to plan work that really challenges the eldest nursery children. The development of an effective system for passing relevant information from the reception class to Key Stage 1, however, has been successfully implemented.

The curriculum

The **very good** curriculum is enhanced by an **excellent range of opportunities** for activities outside of the school day. The accommodation and resources are **good** overall.

Main strengths and weaknesses

- The curriculum planning is very clear with very full coverage of all national curriculum areas. There is a good focus on linking skills across each subject.
- Excellent use is made of visits and visitors to the school to enrich the curriculum.
- Senior staff ensure innovations such as the personal, social and health education programme give very effective support to the learning of all pupils.
- Provision for pupils with special educational needs is very good.
- A very good number of specialist staff support the development of pupils skills in physical activities and music. The school also has very good numbers of high quality support staff.
- Good resources are used effectively. Those for English in particular are very good and support other areas of the curriculum such as history effectively.

Commentary

20. The school has a very good curriculum that meets all statutory requirements including providing for pupils' personal, social and health education, religious education and collective worship. There has been a good improvement to the curriculum for Foundation Stage children since the previous inspection. Now their curriculum gives them good opportunities for practical work linked to achieving the early learning goals through activities that they enjoy. Likewise there have been good improvements in the provision for pupils' physical education since the previous inspection with specialist teachers now employed to provide pupils with an excellent range of sporting activities. The school makes excellent use of visits into the community and to museums and churches as well as visitors to the school. The very wide range of visitors, such as theatre and music groups give excellent enrichment to the curriculum. Pupils join out of school clubs that cater for those interested in sporting, musical, artistic, creative or environmental activities.
21. There are good systems in place for reviewing and updating policies and schemes of work. The teams of staff responsible for humanities, arts and technology, each under the direction of an assistant headteacher, have time out of class to look at the school's provision and needs and work together to update the curriculum plan accordingly. There is a very good focus on linking skills across each subject area, with pupils especially using their English, mathematics and information and communication skills very well to support other subjects such as history and science.
22. All pupils have access to a very high quality curriculum whether they have special educational needs, are from homes where English is not the mother tongue or if they are capable of working at a higher level than expected for their age. The school is very well provided with highly knowledgeable and skilled support staff, especially for pupils with special educational needs and English as an additional language.
23. The accommodation overall is good, with that for information and communication technology being very good. Some classrooms for older pupils are small and this makes movement round the room by teachers and support staff difficult, especially when moving to give small group or individual help to pupils working on work such as writing or mathematical activities. The buildings are very clean and maintained well through the commitment of the caretaking staff. The large and smaller halls are good resources and provide space for dance, drama, assemblies and lunch. In the Foundation Stage there is a good and secure outdoor play space for younger children while older children have the use of a secure playground for their wheeled vehicles and outdoor activities. The provision of an all weather surface, shielded by nets to enable pupils to safely develop their ball skills, along with other hard surface areas outside gives good support to pupils' physical education curriculum.

Care, guidance and support

Provision for pupils' care and for their guidance and support is **good**. Members of staff are caring and supportive and ensure that the pupils work in a safe and healthy environment. The school is effective in seeking the views of pupils and they are suitably involved in decisions.

Main strengths and weaknesses

- Relationships between pupils and adults in the school are very good and trusting.
- The pupils have good access to well-informed support, advice and guidance.
- Pupils feel valued as their views on school life are regularly sought.

Commentary

24. Pupils are well supported by the very good relationships that exist. This is an improvement since the previous inspection. Pupils feel that the staff treat them fairly and with respect. Pupils in Year 6 particularly feel trusted to do things on their own, such as act as peer mediators, and this has a positive impact on playground behaviour. There is a suitable policy for health and safety and formal written risk assessments are now carried out. There are effective procedures in place for child protection and staff have received training from the designated teacher.
25. Pupils have good access to well-informed support, advice and guidance, as they progress through the school. Their achievements and personal development are very well monitored and reported upon.
26. The school considers pupils' views well, mostly through the medium of the School Council. Class representatives on this committee, from Years 2 to 6, feel they are valued and listened to. School meals, especially, have a strong focus on healthy, fresh, nutritious food, which are presented to a very high standard. Pupils are involved in the assessment of their work and setting personal targets in English. Pupils with special educational needs contribute to their annual reviews and as a result have a very good understanding of their targets for development.
27. The school provides pupils with English as an additional language with very good support to meet their needs. The care, guidance and support provided for pupils with special educational needs are very good. Staff know and support these pupils very well and as a result they are happy and secure in their learning. Parents of pupils with very serious special needs are very positive about how the school deals with their children and speak with high praise and their view is fully justified.
28. Very well developed links with outside agencies are in place and give very good support to pupils with special educational needs.

Partnership with parents, other schools and the community

The school's links with parents are **good**. There are **effective** links with the community and neighbouring schools and beneficial provision of educational support programmes.

Main strengths and weaknesses

- Complaints and concerns of parents are dealt with swiftly and effectively.
- End-of-year academic reports are of high quality.
- Despite the school's good efforts, few parents offer to help in school hours.

Commentary

29. Partnerships with parents are good and improved since the previous inspection, due to the high focus placed on this by the headteacher, senior staff and governors. The school makes good efforts to involve parents and to inform them about their children's standards and progress. End-of-year academic reports are very good. They contain levels of attainment in English, mathematics and science, as well as targets for improvement which have been set after consultation with the individual concerned. This too, is an improvement since the previous inspection. Despite the schools best efforts, they have not been as successful as they would wish in encouraging many parents to help in school. This continues to be an area for development.

30. Parents like the way the school responds to any complaints or concerns that are made. They are dealt with speedily and effectively. They feel consulted and listened to. They are happy with the teaching, expectations and fair treatment of and by staff. They particularly like the strong leadership shown by the headteacher, which is a significant strength of the school.
31. Links with other schools in the area, which had been poorly developed at the time of the last inspection, are now good. There is very good collaboration with the Hackney Learning Trust, among other providers, to enrich the curriculum. These arrangements are managed very well. Rushmore School is used as a centre for Samba/African Drumming and tutors are provided by the Trust. Ten pupils from Year 6 benefit from "IMPRO", an integrated music project with The People Symphony, based at Middlesex University. Many pupils attend the Hackney Saturday Music School. These links have a positive impact on pupils' opportunities and their consequent self-esteem.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good** overall. The leadership of the headteacher is **excellent**. Leadership and management of senior managers and key staff are **very good**. The governance of the school is **very good**.

Main strengths and weaknesses

- The leadership of the headteacher is excellent and the leadership team supports her effectively.
- Governance of the school is now very good.
- Commitment to inclusion, equal opportunity and meeting the needs of individuals is excellent.
- There is very good monitoring of the curriculum by the curriculum co-ordinators and staff teams for humanities, arts and technology.
- Financial control is excellent.

Commentary

32. The excellent clarity of vision for the school, by the head teacher, and her very high aspirations and challenging aims for all pupils are key factors in the success of school improvement in recent years. She is well respected by all. The governing body supports the head teacher in bringing about these improvements by making a major contribution to the life and work of the school. It has grown in confidence and has a good idea of where the strengths and weaknesses lie in the school. The leadership of the team of assistant headteachers and subject co-ordinators is very good and also offers very good support to the school through clearly defined management roles. The commitment to the inclusion of all pupils and to meeting the needs of all pupils is excellent. The leadership of provision for pupils with special educational needs and pupils with English as an additional language is very good and as a result, these pupils achieve well.
33. Management is very good overall although some areas of marking still have some weaknesses and the curriculum in the nursery, while significantly improved since the previous inspection, is not yet as well developed as in the rest of the school. The reorganisation of the management structure has been effective in enabling more staff to be engaged in decision making at the highest level. This more robust management team is now helping to monitor provision, induct new staff and drive up standards. Performance management is very well used, not only to focus on the needs of the school, but also to develop teacher's individual expertise in teaching. This is a significant achievement because it has enabled teachers to improve to an extent that teaching is now consistently good across the school.
34. Strategic planning has much improved and is now very thorough, arising from a combination of contributions from the headteacher, senior management team, governing body and the

competent administrators. Governance of the school is very good. Governors provide very good levels of challenge and support for senior management. Financial management is excellent and exceptionally closely linked to school improvement planning. The systems are very secure, and governors ensure that best value principles are applied rigorously to ensure value for money, and allocations are appropriately directed and used to raise standards, for example, money is currently being carried forward to fund a new art teaching block.

35. The special educational needs co-ordinator, the special educational needs team and all staff are very knowledgeable and concerned for the well-being and achievement of all pupils with special educational needs. There is much good practice in monitoring, assessing and assisting these pupils through activities that enable them to reach their full potential. The progress of very able pupils is effectively monitored and managed.
36. The leadership and management of provision for pupils with English as an additional language are of very good quality. The co-ordinator has very good management skills. She works in a variety of effective ways to support pupils' learning both in class and small withdrawal groups, ensuring that teachers are aware of pupils' needs, skills and targets and supports with resources and suggests activities that enable all to work well with pupils whose mother tongue is not English in particular.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,373,704
Total expenditure	1,295,590
Expenditure per pupil	2,573

Balances (£)	
Balance from previous year	78,114
Balance carried forward to the next	84,801

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for education in the Foundation Stage is **good**. This represents a significant improvement since the previous inspection which judged that provision was unsatisfactory. Teaching of younger children in the nursery and reception was judged to have considerable weaknesses.

Main strengths and weaknesses

- Teaching is good overall. It is consistently good or better in the reception class.
- Children achieve well, especially in their personal, social and emotional development reflecting the ethos of the school.
- Pupils who are identified as having special educational needs or who are at an early stage of learning English are very well supported.
- The nursery curriculum, while satisfactory overall, does not yet provide a really vibrant and stimulating learning environment.

Commentary

37. Children start school with a wide range of attainment, but for most it is below those expected for their age. Children are currently achieving well across all areas of learning especially in personal, social and emotional development. This is due to good teaching overall. Teachers use questions well and value and use all the answers that children give. This contributes effectively to raising children's self-esteem. The organisation of class sessions is good, and children learn suitable behaviour and listen attentively. Good use is made of children's own work to celebrate achievement, particularly in the nursery, where models and pictures are shared with the whole group at the end of the session. Teaching in the reception class is consistently good or better because the teacher's planning matches the needs of individual children well, particularly in communication, language and literacy and mathematical development. There is a good balance between activities supervised by adults and those that the children choose for themselves throughout the Foundation Stage.
38. Nursery nurses and classroom assistants play a significant role in the progress that children make and contribute effectively to maintaining observations and records. A close partnership is established between all the practitioners in each class. Children who are identified with special educational needs are very well supported, as are those who are in the early stages of learning English. Adults know the children well and great care is taken to involve all children in the activities of the classroom. However, in the nursery, the good ideas for activities are not linked together in such a way that learning is made as relevant as possible for the children.
39. Good progress has been made since the last inspection in the quality of teaching and the structure of the curriculum especially in the reception class, due to the efficient leadership and management of the provision for young children. This has had a significant impact on the achievement of children. At present, however, the organisation of space and the quality of display in the nursery does not maximise the opportunities offered by the good accommodation. The area lacks the vibrancy and excitement needed to support and encourage young children. Although professional links between practitioners in the nursery and the reception class are satisfactory, they are not yet fully developed so that ideas, planning and shared expertise can be utilised well to create a dynamic learning environment for the whole of the Foundation Stage. This is made harder for the leadership of provision for young children, as the nursery and reception classes are at either end of the school site.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well in this area.
- Well-established routines help children to learn about acceptable behaviour.
- Children are able to make choices of activities which help them to develop independence.

Commentary

40. The school day is well organised and children learn how to behave by following regular routines. They know that their answers are valued and they know also how to behave when sitting on the carpet and walking about the school. Older children learn how to be part of the “big school” by participating fully in assemblies and by using the computer suite and hall for physical education. The great value that the whole school places on developing the self-esteem of all children is apparent in these classes. Children work hard because they know their work is valued and shared. They make very good relationships with all the adults who care for them and listen to others with respect. There are high expectations of good behaviour and children know that they are able to make suitable choices for activities. They concentrate well and complete tasks competently due to the good questioning and careful attention of class teachers and classroom assistants. Children achieve very well and a higher number than might be expected will exceed the early learning goals in this area of the curriculum by the end of the reception year as a result of the high quality of the teaching.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children increase their understanding and vocabulary well due to good questioning and the quality of class discussions.
- There are fewer opportunities for children to write freely and they achieve less well in this area.

Commentary

41. All children participate in regular carpet sessions when they learn to listen to instructions, attend to stories, which they love, and answer questions. The quality of teaching is good. All adults talk with the children at all times, extending their vocabulary and thinking skills, whether in drawing shapes, making models or doing handwriting. Older children are good at responding to questions and become really excited by challenging stories, rhymes and factual books. They choose and take books home regularly, making a good start with “reading”. They have many opportunities to recognise, practise, and sound the letters of their names. Older children become quick at listening for rhymes and finding rhyming words. They concentrate on the formation of their handwriting and link this to the sounds and names of letters. Later they begin to use and write simple words. They achieve well during their time in the Foundation Stage and most will meet the early learning goals in speaking, listening and reading. Although children make lists and “books” at the writing table, there are fewer opportunities for them to write freely and create their own stories. Opportunities for writing are usually quite controlled, so that the range is more limited. Children achieve less well in this area.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching in small groups ensures that children make good progress.
- Well-planned investigations ensure that children learn well about shape.
- Resources are not always of the best quality.

Commentary

42. Children achieve well in this area as much of the work is based in groups led by an adult. The quality of teaching is good overall and most children will attain the early learning goals by the end of the Foundation Stage. They have good opportunities to discuss and compare weights using words like heavier and lighter. They learn effectively about the properties of three-dimensional shapes by being challenged to build towers. Good questioning develops their understanding and they begin to use correct names and mathematical vocabulary for faces, edges, cubes and cones. Younger children are helped to create shape pictures and recognise simple shapes like circles, squares and rectangles. Great care is taken to make sure that all children understand what they are doing. Every opportunity is taken to count, for example, during songs, whilst taking the register and finding insects in the sand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children in the reception class show high levels of skill with information and communication technology due to very good teaching.
- Children demonstrate a real interest in science and enjoy their observations using senses.
- Planning does not always allow relevant links to be made in activities in the nursery.

Commentary

43. Children achieve well in this area overall and most are likely to attain the early learning goals by the end of the Foundation Stage. Children in the reception class have good opportunities to visit the computer suite. They learn particularly good skills through very good teaching. They control the mouse well and can select “pens” to draw pictures of themselves. Many are confident to use the keyboard to write their names. They achieve very well in this area of the curriculum. Teachers make learning exciting through the way activities are organised. For example, children enjoy “finding out” in science and they begin to understand about plant growth by planting their own bulbs and keep records. They also make comparisons about their own “growing up”, and understand what they can do now that they could not do as a baby. This builds on well to opportunities children have to use their senses to investigate in the nursery. They touch, smell and watch, experimenting with mixing, floating and sinking. Although children enjoy these activities and make satisfactory progress, the best learning does not always take place, as they are often done in isolation, without being linked to other group work.

CREATIVE DEVELOPMENT

Little direct teaching was seen in this area, so it is not possible to comment on provision. However, evidence from planned activities, displayed and stored work indicates that most children are on course to meet the early learning goals related to art.

Main strengths and weaknesses

- Children have good experiences of printing.
- Role-play is not always developed sufficiently to extend learning.

Commentary

44. Children have good experiences of printing with blocks, fruit and vegetables. They use hand prints effectively to help with their counting. Older children use impressive splatter effects attractively to illustrate their fireworks. Children frequently choose to play in the home corner and sometimes work with puppets, but this area of imaginative role-play is less well developed and does not always link directly to the current teaching theme. These activities are not always vibrant and inviting.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have a good range of outside activities which extend physical confidence.
- Good teaching ensures that specific skills are learned well in physical education lessons.
- Children learn to use pencils carefully and this contributes to their handwriting skills in the reception class.

Commentary

45. Good opportunities exist for children to learn how to balance, run and jump and use balls and hoops in the outside play areas. Most children will meet the early learning goals by the end of the reception year. The outside activity area attached to the nursery is used effectively to promote learning in all areas of the curriculum, including sand and water play and opportunities for drawing and painting. Children of all ages benefit from being able to use the hall for physical education lessons. They learn how to jump off low apparatus and land suitably, using the space of the hall well. The youngest children make good progress due to good teaching. Children have extensive opportunities to cut and learn to use small tools effectively. Those skills learned well in the nursery are extended in the reception class so that children progress to using pencils carefully to improve their handwriting.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards at the end of Year 6 are average though the results for pupils achieving the higher levels are well above average.
- Pupils currently achieve well throughout the school in all aspects of the English curriculum.
- Teaching is very good and assessment is used very well.
- Pupils' literacy and language skills are developed well in other curriculum areas.
- Pupils enjoy their work well as a result of very well planned and challenging lessons.
- Homework is used well and parents give good support to their children's learning.
- The school has a very good range of resources, both fiction and non-fiction texts, which stimulate pupils' desire to read.
- The leadership and management of English are very good.

Commentary

46. The school has made good progress in developing pupils' English skills since the previous inspection. Pupils enter the school with standards that are generally below both the national average and those of schools in similar circumstances. There is significant variation between year groups. In past years, standards in the national tests for seven-year-olds were well below average in reading and writing. In tests in 2003 pupils attained average standards overall. These results were good compared to similar schools for reading and very good for writing. Pupils leave school at the end of Year 6 with standards in line with the average in all areas, with a third of pupils achieving the higher Level 5. They have made very good progress in recent years and achieve well overall. Analysis of results in national tests in 2003 indicated that the results gained by pupils in Year 6 was in the top five per cent of similar schools nationally when compared to their attainment in tests at the end of Year 2. The school has made very good use of the national literacy strategy and has adapted the delivery of areas such as group reading, grammar and writing to ensure it meets pupils' learning needs very effectively. This use, combined with very good quality teaching and learning and assessment of pupils' work, has enabled the school to make consistent and high quality improvements since the previous inspection.
47. Since the previous inspection, there have been good improvements in speaking and listening skills across the school. The use of guided reading from the national literacy project has resulted in the systematic development of higher order reading and researching skills for older pupils especially. The school has effectively developed resources, such as books and other texts to provide pupils with a rich literary diet. This is having a positive effect on standards. The development of pupils' writing skills in terms of the quality and quantity of creative writing and spelling skills through the focus on systematically teaching these skills, including handwriting, has been good. The results are clearly shown in the range of work in class and in displays, the use of writing skills in other subjects such as history and the high numbers of pupils achieving higher test levels in statutory assessments.
48. The quality of teaching has improved very well since the previous inspection and is now very good overall. The subject manager has a very clear vision and effectively identifies areas for development. This, combined with the school being a pilot school at the start of the national literacy strategy, has resulted in all staff having had good training in the use of the strategy across the school. Teachers carefully develop higher levels of reading skills and provide opportunities for extending pupils' writing. Each year, a focus for work is set and progress in this is carefully monitored. Currently, the focus is the further development of speaking and listening skills. Through a system of monitoring plans, children's work and lesson observations, as well as using the school's assessment strategies, the co-ordinator helps teachers develop and extend pupils' learning as far as it is possible to go, planning staff support and training needs.
49. A high quality evaluation of pupils' progress is seen by the school as the key to aid pupils' learning. Teachers use the school's assessment strategy very well to monitor pupils' learning and use this knowledge in their planning. Pupils are well aware of their targets and the levels they are achieving and this helps them to evaluate the quality of their work and work out what they need to do next to improve still further. Pupils draw up writing targets for themselves from looking at their own work with a friend as well as with their teacher. Teachers very carefully match work to the needs of all the pupils in each class. Marking of work in English lessons is good, but not all the work in other curriculum areas such as history, religious education or science is marked for both subject and literacy progress. Pupils do not always have it pointed out to them from the marking seen in their books that neat writing and good presentation skills support the quality of work in other curriculum subjects.
50. Pupils respond well indeed to all their English work. In the majority of lessons seen, pupils enjoyed their work, concentrated hard and rose to their teachers' high expectations of their behaviour. By the end of every lesson there had been a clear development of learning. Pupils learned and practised new skills, gained new information and put a lot of effort into their work.

Language and literacy across the curriculum

51. The school has been keen to develop pupils' language skills, both within English and in other subjects of the curriculum, and has done so successfully. Significant amounts of writing are produced for example, in design and technology, history and religious education, and these subjects use pupils' literacy skills well. This is an improvement since the previous inspection. However, not all this work is marked. While pupils discuss their subject specific work with teachers, too little is marked to support pupils' literacy developments. As a result, the use of good writing and presentation skills supporting the quality of learning in other curriculum areas is not reinforced.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The curriculum for mathematics is very good and work is very well matched to pupils' needs in Years 3 to 6 by setting.
- Standards are above average at the end of Year 6. Achievement is very good by the end of Year 6.
- The leadership of the subject is very good and the co-ordinator is very clear-sighted and enthusiastic about the subject.
- The quality of teaching and learning is very good overall.
- Very good use is made of assessment.
- Mathematical skills are used effectively to support work in other subjects.
- Good use is made of ICT to support teaching and learning in the subject.

Commentary

52. The subject is given high priority throughout the school. The recently appointed co-ordinator who leads the subject very well is enthusiastic and knowledgeable and has a very good understanding of standards in all year groups. She has regular opportunities to support colleagues and to monitor planning and lessons. There are also regular times to discuss issues about the subject in staff meetings and appropriately high priority is placed on developing standards further. The co-ordinator has identified the fact that a minority of pupils have difficulties in tackling problem solving activities because of limitations in their understanding of mathematical language. As a result, developing mathematical vocabulary has been highlighted as an area for improvement.
53. Assessment is very good and is used very effectively to monitor progress of groups and individuals and to target extra help when needed. There has been careful analysis of the progress made by boys and girls from different groups which indicates that there is no significant difference in the pattern of performance.
54. Pupils are taught in sets according to prior attainment in Years 3 to 6. These are reviewed regularly to ensure that each pupil is in the appropriate set at that time. As a result, lessons contain high levels of challenge appropriate to the needs of each group, and support can be targeted effectively and discretely to those who are in most need of it. This has a very positive impact on the developing self-confidence and self-esteem of pupils of all levels of attainment, and attitudes to the subject are very good as a result.
55. The scheme of work is effective and is supplemented by individual computer learning programs and booster classes to meet specific pupils' needs. This high focus and hard work has resulted in significant improvement since the previous inspection, when standards were

below average at the end of Year 2 and slightly below average at the end of Year 6. Currently, boys and girls from all groups make consistently good gains in their learning throughout the school and standards are average at the end of Year 2 and above average at the end of Year 6. Achievement by the end of Year 2 is good and by the end of Year 6 it is very good overall, particularly when pupils' prior attainment at the end of Year 2, which was well below average, is noted. Analysis of results in national tests in 2003 indicated that the results gained by pupils in Year 6 was in the top five per cent of similar schools nationally when compared to their attainment in tests at the end of Year 2. The proportion of pupils attaining the higher Level 5 was well above average.

56. The quality of teaching is very good overall. Teachers are generally very confident in teaching mathematics and lessons proceed with good pace as a result. Good use is made of ICT, including interactive whiteboards and specialised programs, by teachers and pupils alike and this has a beneficial effect on pupils' learning and the standards they achieve. Teachers make good use of mental activities at the beginning of lessons to reinforce pupils' understanding of the relationships between numbers. They have good subject knowledge and make lessons lively and interesting. Good levels of support are provided both by classroom assistants and teachers. As a result, pupils from all groups, including those with special educational needs and those with English as an additional language, have the confidence to contribute to discussions and try out their ideas and make good gains in their overall mathematical ability as a consequence. Pupils all clearly enjoy the work and settle to their written work enthusiastically, working well with others. Most pupils are well behaved, concentrate well and make good progress and teachers are very consistent in their expectations of high levels of good behaviour. As a result, relationships are good and little time is wasted.

Mathematics across the curriculum

57. Numeracy is taught effectively in mathematics lessons. Teachers also make good use of opportunities for pupils to develop mathematical skills in other subjects, such as science and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Achievement is good and pupils in the older classes have made particularly good progress, since reception.
- Pupils' experimental and investigative skills are now good.
- There is a very good emphasis on ensuring pupils understand specific scientific vocabulary.
- Teaching and learning across the school is now good overall enabling pupils to make good progress.
- Marking is not used well enough in some classes to show pupils where they can improve their work.
- Some opportunities to use ICT to support learning in the subject are missed.

Commentary

58. Pupils' achievements are good at the end of Year 2 and Year 6. There has been a significant improvement in science in both key stages since the time of the previous inspection. The subject is well led and managed and as a result teachers' subject knowledge has improved to the extent that teaching is now consistently good across the school. The curriculum gives a good focus on experimental and investigative skills which has helped pupils to develop their own skills. Assessment procedures are good and teachers have a good knowledge of where

pupils' standards are and, on the whole, where they need to focus future work. Boys' and girls' achievement is broadly similar.

59. Older pupils enjoy their science work because it is so practical. Teachers are good at alerting them to where they need to improve their work, mainly through comments that are written in their books. Across the range of the curriculum pupils have had good opportunities to investigate and find things out for themselves. Teachers help them to understand the scientific vocabulary that they need and this makes a big difference to their understanding of what they have to do.
60. Pupils not only carry out and record their own investigations, but in many classes to play a full part in the planning of the investigation. This is a significant positive feature of the science teaching. It helps pupils develop their analytical skills and has a very beneficial effect on the raising of standards. Learning intentions are now thoroughly shared with pupils at the beginning of all lessons, so they are very clear about what they have to do and what teachers' expectations are. This also benefits their learning.
61. There are some areas where improvement is still needed. The school recognises that the use of ICT in science is underdeveloped, such as in data logging, and this is a current priority for development. The use of marking to alert pupils as to where and how they need to improve their work is inconsistently applied across the school. In some classes, however, it is very good. With the good systems in place to monitor and develop provision, the school is now in a position to improve even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve high standards.
- The quality of teaching and learning is good overall and often very good.
- There is very good provision of resources including a large computer suite.
- There have been fewer opportunities for older pupils to use e-mail and data logging equipment in science.

Commentary

62. Pupils from all groups achieve well during their time in school. They attain standards above the national expectation at the end of Years 2 and 6. This is due to the good and very good teaching. The school has given this area of the curriculum a very strong focus and leadership and management are good. Continuing training is having a significant effect on the competencies shown by teachers. Many are now particularly confident and this level of expertise is passed on to pupils. Lessons in the computer suite are well prepared and good use is made of the very good level of resources. All teachers use their projector and whiteboard to enhance the quality of lessons and pupils are accustomed to using computers to support their learning. This marks good improvement since the last inspection in standards attained and the quality of teaching. Some pupils show particularly high levels of competency. In most lessons, the task is the same for all pupils, who receive varying levels of support from class teachers and ancillaries to enable them to achieve the learning targets for that session. Good use is made of special programs to support pupils with special educational needs and those who find learning hard. Due to difficulties experienced through the local Internet service provider, the pupils have not yet had opportunities to use e-mail at school.

Information and communication technology across the curriculum

63. The development of ICT across the curriculum is good overall. The good levels of provision of hardware in class mean that skills learned in the computer suite can be practised and there are good links between literacy and mathematics, in particular, for use in the classroom. Pupils learn word processing skills which link effectively to work in literacy judgement. Good links have been established between the use of information and communication technology and history to analyse data and for research. There are some links to art through effective use of paint programs but science is less well supported through information and communication technology.

HUMANITIES

64. In humanities, work was sampled in **geography**. It is not possible to form an overall judgement about provision in the subject. Scrutiny of the scheme of work, examination of pupils' books and observation of one lesson, show standards to be in line with expectations at the end of both Year 2 and Year 6. This represents a significant improvement since the previous inspection, particularly at Key Stage 1, when pupils were judged to be making unsatisfactory progress. The leadership and management are good. The co-ordinator has been vigorous in her work to raise standards and has visited classes to monitor lessons and to support teachers in making the subject interesting, practical and relevant. For example, opportunities are taken for map-work to be reinforced when pupils make trips into the area as part of their religious education studies. There are also good links to mathematics, ICT and history. For example, pupils learn about the climate and country of Egypt when studying Ancient Egyptians. There is suitable focus on developing appropriate geographical vocabulary.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a particularly good knowledge of features of a wide range of different faiths.
- There are good links to pupils' personal and social development.

Commentary

65. Standards in religious education have been maintained since the last inspection and remain in line with the expectations of the Locally Agreed Syllabus at the end of Year 2 and above the expected level at the end of Year 6. All pupils, of whatever gender, background or ability, achieve well. The subject is efficiently led and managed.
66. The scheme of work is detailed and pupils across the school have frequent opportunities to learn about the values and beliefs of members of major world faiths. There is a good balance between teaching about different world faiths and linking this to beliefs in the local community. Pupils' knowledge of different religions is generally very good, although on occasion there is some confusion about which celebration is linked with which religious group.
67. Teaching is good overall and, as a result, pupils from all groups make good gains in their knowledge and understanding. Teachers link speaking and listening well to religious education and give many opportunities for pupils to talk, for example, when pupils in Year 5 spoke about what they recalled of the story of the Buddha and what it meant to them. Pupils are given good opportunities to write about their thoughts and feelings and what they have learnt. However, the maximum value is not always made of this to develop and reinforce their writing skills, as on many occasions this work, while discussed with pupils, goes unmarked. There are many opportunities given for pupils to take part in practical activities and good links to art and design

as pupils make their own divas when learning about the story of Rama and Sita or design their own Rangoli and Alpana patterns. Religious education in the school makes a good contribution to pupils' personal and spiritual development and pupils enjoy their learning and have positive attitudes to the subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teachers use a good range of teaching strategies to support learning.
- Pupils achieve well over their time in the school and make good progress.
- The quality of teaching and learning is good.
- The leadership and management are good and a high quality curriculum is provided.
- Resources for history are good and well used.
- Very good use is made of visits to museums and visitors to the school, including drama groups, family and community members enrich the curriculum very effectively.

Commentary

68. The subject has improved since the previous inspection. This is because the school has taken care to ensure that curriculum time is well planned and the subject has been given suitable emphasis. The school has planned for good use of resources, such as history texts, to support pupils' language and literacy skills and for pupils to make good use of their researching and recording skills to enhance their work in history. Achievement is good because of good quality teaching. Pupils attain standards in line with those expected nationally at the end of Year 2 and Year 6. Teachers plan work that develops researching, observation and thinking skills through a broad and well-balanced curriculum. Not only do pupils learn about people such as Samuel Pepys and Florence Nightingale, Nelson Mandela and Mary Seacole but they also think about why they acted as they did and the impact of actions on those around them. This was particularly effective in a lesson when pupils worked together to research different areas of Roman life and compare houses and homes, sports, Gods and Goddesses with those of today.
69. Much work is practical, which makes it particularly memorable for pupils. For instance, younger pupils look at a range of paintings and texts linked to the great fire of London and then write diaries in the style of Samuel Pepys, discussing the actions and feelings of the characters. They also compose a silhouette of buildings and flames to show how frightening the fire must have seemed to ordinary folk of 1666. This is not only enjoyable but also worked effectively to reinforce the idea that historical events affect ordinary people such as bakers and shopkeepers as well as Kings and courtiers.
70. However, as some history work in books is not marked effectively, pupils do not always receive enough written feedback on their history or English work. Standards are higher now than at the time of the previous inspection. This reflects the changes that have been made in the curriculum and in the range of teaching strategies adopted since then.
71. Leadership and management of the subject are good. Because the curriculum has been planned by the staff together, visits and visitors to support learning have been built into the timetable. Special days each term where pupils visit such as museums or theatre groups come to dramatise historical events are included and these give very good enrichment to pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

72. Art and design was not a focus of this inspection, but scrutiny of work, talking to pupils and observation of one lesson, shows standards to be in line with expectations at the end of both Year 2 and Year 6. A positive feature is in the work of gifted and talented pupils in art at the school. These pupils are identified early and their talents are encouraged through attendance at an art club in the school and also a Saturday morning art club in the local community. Their work is proudly displayed around the school and is of a very high quality. Of note also are the school's good attempts to develop the skills of all pupils through bringing art consultants into the school. During the inspection, a person trained in textiles produced some very good work with pupils in Year 1.

Design and technology

73. This subject was not a focus for inspection, but from evidence available, pupils are attaining the levels expected nationally at the end of Years 2 and 6. Pupils take good account of the design process, making plans and evaluating their work.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils develop their ball skills well.
- Pupils have good opportunities to learn how to swim.
- The curriculum is enriched well by a very good range of sports clubs and the use of specialist coaching.

Commentary

74. The subject is led and managed well and as a result pupils' achievements are good. During the inspection most classes were concentrating on games skills. The school effectively employs the services of highly skilled coaches to take lessons in games and pupils make good gains in their learning as a result. Consequently, the standards attained in this area of physical education are higher than might be expected at Years 2 and 6. Pupils of all levels of ability and from all groups respond well to the skilled coaches and benefit not only in learning good skills in soccer and rugby, but also in levels of self-esteem and teamwork, which are effectively encouraged during these lessons. Pupils also have good opportunities to learn to swim throughout their time in school and many are very competent and represent the school successfully in competitions.
75. Participation in clubs and involvement in local area initiatives add to the richness of this curriculum and the levels of skills acquired. This marks good improvement since the last inspection in terms of achievement and the quality of teaching and learning, which is good.
76. The senior management team has been perceptive in supporting the curriculum by specialist teaching and advice. The co-ordinator is now in a confident position and able to identify current needs in order to implement further improvement for example, in dance.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are good in singing.
- Achievement is good throughout the school.
- The quality of teaching is very good overall. The specialist teachers are highly skilled.
- The quality of learning is good; pupils are developing well their performing skills.
- Leadership and management are very effective.
- There is a good range of resources available for music; the music room is well equipped.

Commentary

77. By the end of Year 2 and Year 6, standards are good in singing and performing and satisfactory for other areas such as evaluating and appreciating others' work, writing their own music and the theory of music. Pupils' achievements are good. They enjoy singing together. In singing practices as well as in class music work they take care to sing in tune, listen carefully to the melody and show a good sense of rhythm and dynamics. They control the volume of their singing well taking care to provide a pleasing performance from their well-organised practice sessions. Pupils also enjoy the opportunity to learn percussion instruments and steel pans and make good progress as a result. Throughout their lessons they are challenged to try hard and improve their personal performing skills.
78. The quality of teaching is very good overall. The subject co-ordinator has put together a high quality curriculum and this, combined with specialist teachers and her personal musical enthusiasm, ensures that pupils enthusiastically work with enjoyment on all activities. Very few pupils fail to appreciate the care with which the teacher had planned the range of musical opportunities within lessons and those that do are well supported by the teachers' use of the school behaviour policy and by class assistants. In class lessons, pupils are managed well. They are challenged to work hard and improve their skills. They learn of dynamics, pitch, tempo and rhythm. The teacher has a very clear structure to her lessons, using an evaluation of previous work to take learning further while reinforcing that covered previously. By the end of each session, all pupils know how well they have done over the period of the lesson. They also know how what they have done links to future work. In singing practices, for instance, they know that the songs they are learning now will be used in assemblies and public performances in the future. The teacher makes very good use of all the time available within music lessons. She settles pupils very well with a range of warm up activities, makes a prompt start and maintains a brisk pace. A very good singing role model, she gives pupils the opportunity to learn to pitch accurately by singing to taped tunes and melody lines. Pupils have good opportunities to learn a range of musical instruments with specialist teachers within and outside of the school day. The school has a good range of instruments to support the work within the school and these are subject to frequent review to ensure that they are appropriate, relevant and safe to use.
79. The co-ordinator manages the subject very well. Through the careful planning of the timetable for herself and the five supporting musical specialists, as well as other school staff including teachers and classroom assistants, most pupils undertake three distinct musical activities each week: class music making including developing singing skills; percussion and steel-pan work. Pupils in Year 3 and 4 also can learn to play the Glockenspiel. The co-ordinator is working on developing assessment procedures that will help all staff further refine practice. Music is used well to support community events. The choirs, choral groups and steel pan groups perform regularly for Christmas and summer events at the local hospital. They take part in the Hackney music and dance festivals including the boroughs' Black History

Celebrations. Many pupils attend the local authority Saturday music school run from the local performance centre.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for pupils' personal, social and health education is **very good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and standards are high.
- The quality of teaching and learning is good overall and very good when supported by specialist staff.
- The curriculum is very good and links positive relationships to community responsibility.
- Personal, social and health education makes a good contribution to pupils' personal development and pupils have positive attitudes to the subject.
- The school council is well established and supportive of all the work to develop pupils' social skills.

Commentary

80. Across the school, all teachers have very good knowledge of the carefully constructed, broad, balanced and supportive curriculum and plan lessons to meet their pupils' needs with sensitivity. This is as a direct result of the good leadership and management of the subject. The curriculum is well designed to help all pupils to develop the confidence to make the most of the skills and abilities they possess and to raise their social awareness and knowledge of personal issues. Because of the care taken by teachers with their lesson planning, pupils are especially encouraged to feel positive about themselves and to be actively involved in the life of the school and the wider community, and to make wise choices about developing a healthy and safe lifestyle. Their achievements are good. The policy and scheme of work are subject to frequent review by the assistant headteacher with responsibility for the area and evaluations and developments are included in the school development plan.
81. The school is successful in its work on promoting pupils' social awareness. Pupils achieve well and standards are high. Good provision takes place both in and out of class. Good social skills are encouraged very well through the school's approaches to behaviour management including playground support and earned "Golden Time", when pupils choose their activities, at the end of each week. A very good range of extra-curricular activities provides pupils with the opportunities to work, less formally, alongside pupils with whom they do not normally have in-class contact and therefore develop their social skills. There are a number of initiatives, such as Peer Mediation and playground games including the opportunity to play football together in "the cage" (an area with an all weather surface, shielded by nets to enable pupils to safely play ball games) before school. All support the development of pupils' personal skills. The School Council makes a positive contribution to the life in school and nearly all pupils listen carefully when they feedback their discussions. At present, the council members are seeking the views of students concerning homework. Year 6 pupils considered the issue with due gravity, making their suggestions clear in well thought out sentences while the council members made notes.
82. Teaching is good overall and often very good. In lessons, teachers carefully set the scene for personal, social and health education work. Pupils take responsibility for moving tables out of the way and putting chairs into a circle. Pupils start seated next to a friend but by the end of the session are frequently sat next to somebody they would not necessarily choose to work with as teachers use a range of games well to encourage pupils to relax, mix and enjoy the opportunity to listen and talk together. Teachers frequently use a small toy or other object such as a shell, to give each pupil the right to take part in the discussion while others learn the skill of listening carefully. The lesson objective for Year 3 pupils, for instance, was "can I listen to others when they talk of how they feel?" Pupils show good levels of sensitivity when they

carefully discussed different feelings and how they could overcome sad feelings. And the teacher ensured that pupils at all levels of attainment were fully involved.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
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).