

# INSPECTION REPORT

## **Sir William Burrough Primary School**

Limehouse

LEA area: London Borough of Tower Hamlets

Unique reference number: 100921

Headteacher: Mrs Avril Newman

Lead inspector: George Wallace

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> January 2004

Inspection number: 257478

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:	322
School address:	Salmon Lane Limehouse London
Postcode:	E14 7PQ
Telephone number:	020 7987 2147
Fax number:	020 7515 1858
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Dennis Twomey
Date of previous inspection:	16 <sup>th</sup> – 20 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Sir William Burrough primary school has 322 pupils and is sited in a very well-maintained three storey Victorian building with small, but creatively designed play spaces on all four sides of the building. It is a school which has received a national School Achievement Award from the Government Department for Education and Skills. It has also gained Investors in People award because of its attention to the development of the staff that work at the school. The school is involved with the Government funded 'Excellence in Cities' programme, specifically in relation to provision for gifted and talented pupils. The pupils mainly come from homes where the socio-economic background is challenging and well below the average. Much of the surrounding area contains more than 50 per cent of households where children are in overcrowded residences. The pupils come from a large number of ethnic backgrounds, with the majority from a Bangladeshi heritage and a significant minority from a white British background. Sixty five per cent of pupils' first language is not English. Over half of the pupils are entitled to free school meals which is extremely high compared to the national average. The proportion of pupils with special educational needs is similar to the national average and falling. It is a highly inclusive school and one in which the head and staff are highly committed to providing an experience for the children that strongly enhances their learning and enjoyment of learning.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10010	George Wallace	Lead inspector	Science, Geography
1165	Peter Dannheisser	Lay inspector	
24137	Gail Robertson	Team inspector	English, Foundation Stage, Design & Technology, Music, Physical Education
32142	Beryl Richmond	Team inspector	Mathematics, Information and Communication Technology, Religious Education, Special Educational Needs, History, Citizenship
7420	Ann Simpson	Team inspector	Art, English as an Additional Language

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Sir William Burrough primary school is a **very good** and very successful school with some excellent and outstanding features. Pupils' achievement is high, leading to above average standards in many subjects by the time pupils leave the school at age 11. Overall teaching is very good. The headteacher and key staff have led and managed the school extremely well. The school is totally inclusive and very effective. The school provides very good value for money.

## Main strengths and weaknesses

### The school's main strengths and weaknesses are:

- The leadership of the headteacher is outstanding and the leadership and management of other teams have resulted in a strong team ethos. Governance is very strong.
- Teaching is very good.
- Standards in English, art and music are well above average, and above average in citizenship and investigational work in science, and information and communication technology at the end of Year 2.
- The behaviour of pupils is excellent and their attitudes to their work, their peers and adults are very good.
- The quality of education and provision for children in the Foundation Stage is very good, and their achievement is excellent.
- Pupils' spiritual, moral, social and cultural development is excellent.
- The enrichment activities which add to an already very strong curriculum are excellent.
- Attendance is below average.
- Parents and pupils have a very strong positive feeling for the school.

The school has made **very good** improvement since the last inspection. The provision for children in the Foundation Stage which was identified as a weakness has improved significantly and is now a strength of the school. Standards in, and provision for, information and communication technology (ICT), and physical education, have improved significantly. Such changes have been brought about by the excellent quality of leadership of the school together with a highly motivated staff who have been able to make significant improvements as a consequence of high commitment to school development and the use of additional resources wherever possible to enrich the lives of the pupils at school.

## STANDARDS ACHIEVED

Overall pupils' achievement is **excellent**. By the end of reception the children in the Foundation Stage achieve the goals they are expected to reach in all areas of their learning. This represents excellent achievement from the very low levels of attainment they have when they start school. In Years 1 and 2 pupils achieve very well and standards by the end of Year 2 are satisfactory overall. In Years 3 to 6, pupils achieve very well and by the time they leave schools pupils' standards are above average overall.

### 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	B	B	B	A*
Mathematics	D	C	D	A
Science	E	C	D	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.

Those pupils who took national tests at the end of Year 6 in English in 2003 reached standards above average, but in mathematics and science they were below average. However, compared with similar schools on the basis of free school meals<sup>2</sup>, pupils are achieving extremely well. For example, in English the results are in the top five per cent of similar schools nationally and in mathematics and science the results are well above average and in the top 25 per cent nationally. Standards are steadily improving year by year. Boys reach similar standards to girls in all subjects and there is no significant difference between the attainment and achievement of pupils from different groups or ethnic backgrounds. These standards are the result of consistently very good quality teaching, and very good bilingual support that helps both parents and children to communicate with staff.

Most children enter nursery with little or no English and few experiences outside school to help them learn from the very good range of activities available to them. Children achieve extremely well and make rapid progress in the nursery and reception classes. By the end of Year 2 standards reached in national tests are average in reading, above average in writing and below average in mathematics, although in all three subjects standards are well above average when compared to similar schools. Inspection findings revealed standards above national expectations in reading, writing, speaking and listening, ICT, history and music, very good in art and as expected for seven year old children in all<sup>3</sup> other subjects inspected including mathematics and science.

Relationships between adults and pupils, and pupils and other children, are excellent and as a result the children's personal, social and emotional development rapidly improves and this has a positive impact on standards. Standards in other subjects by the end of Year 6 are well above expectations in art and music, above expectations in citizenship and as expected for 11 year old pupils in history, ICT, physical education and religious education. Literacy across the curriculum is very good. Mathematics across the curriculum is satisfactory. The use of ICT to help pupils in their learning across most subjects is good.

Pupils' spiritual, social, moral and cultural development are all excellent. Pupils' attitudes to their school, their work and people are **very good**. Teachers bring about very good personal and social education development, however, there is room for pupils to take on a wider range of responsibilities through different tasks that they can be trusted to do.

Absence remains higher than the national average and far higher than the school is aiming for. The school has good systems and works hard to ensure that attendance is as high as possible.

## **QUALITY OF EDUCATION**

The school provides an **excellent** quality of education. Teaching overall is **very good** and very well planned. At the heart of the school is a desire by the head and staff to ensure that all teaching and therefore all the activities designed for pupils are done, not just to promote effective learning, but also to stimulate and ensure that pupils enjoy learning and therefore enjoy school. However, such enjoyment extends beyond the school through a very wide range of activities and experiences either through visits or visitors. These activities contribute strongly to pupils' academic, personal and social development.

The school plans subjects very well to capture pupils' interest and meet their needs. The school provides an excellent enrichment programme which extends beyond the school through participation in a very wide range of events and activities. There is a wide range of school clubs, and some community activities such as a toddlers morning, a tea morning where parents and the head talk as well as there being Bengali classes several times a week.

The school is a very caring place where pupils feel safe and secure. Provision for pupils with special educational needs is very good. Provision for pupils with English as an additional language is excellent. The school is very well resourced. The accommodation is good and very well maintained.

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<sup>2</sup> Free school meals is one way of working out comparisons with similar schools. Another way is by prior attainment, but because only a minority of pupils who took the national tests in Year 2 were still at the school in Year 6, the free school meals information is more reliable.

<sup>3</sup> No judgements have been made about design & technology, or geography, because under the new inspection framework there was not enough time to inspect these subjects in depth.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **excellent**. The very many qualities of this school are due to outstanding leadership, a strong leadership team and a committed and very effective governing body. The head has been very clear about the values for the school and these have been translated into ensuring that all pupils are given opportunities to maximise their abilities and talents. The headteacher and governing body use the resources available to them extremely well to provide a high standard of education. The school is constantly trying to improve and as such has a strong commitment to continuing to raise standards, ensuring that pupils enjoy going to school and in promoting their self-esteem, confidence and social development. All staff contribute effectively to the way in which the school successfully continues to develop.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Nearly all parents and their children love their school. Whilst the links with parents and the business community were strong at the time of the last inspection, these links have been built upon and are even stronger today. Parents feel that they are well informed, that they are welcome at the school that the school promotes itself as part of the extended family for their children.

## **IMPROVEMENTS NEEDED**

The most important thing that the school needs to improve is pupils' overall attendance.



# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### Standards achieved in areas of learning, subjects and courses<sup>4</sup>

Pupils' achievement is excellent in the Foundation Stage and very good in Years 1 to 6. Standards are broadly average at the end of Year 2 and above average overall at the end of Year 6.

### Main strengths and weaknesses

- Standards are rising in all subjects and by the end of Year 6 pupils have very good literacy skills which are developed and used in all circumstances throughout the school.
- Achievement throughout the Foundation Stage is excellent.
- Pupils' progress year on year is good so that by the time pupils' leave school their achievement, for example, in English, art and music, is excellent.
- Standards in reading and writing in Key Stage 1 and at Key Stage 2 in English, music and art are well above that expected for their age.
- Pupils with special educational needs make good progress towards their targets for improvement.
- Pupils with English as an additional language make excellent progress in the Foundation Stage and good progress in Key Stages 1 and 2.

### Commentary

1. Children start school with very low levels of attainment and the majority enter the nursery with little or no English. Parents are welcomed into the Foundation Stage and work with their children and teachers in such a way that children achieve extremely well. By the end of the reception year they achieve the Early Learning Goals<sup>5</sup> in all the areas of learning. The very large majority of pupils with English as an additional language achieve the expected level in their communication and language skills and this represents excellent achievement.

### Key Stage 1 (Years 1 and 2)

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

Standards in:	School results	National results
reading	15.8 (16.0)	15.7 (15.8)
writing	15.6 (14.1)	14.6 (14.4)
mathematics	15.8 (15.3)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

2. Inspection findings show that pupils are achieving very well throughout Years 1 and 2 and are clearly building on their achievements in the Foundation Stage. As they approach the middle of Year 2 pupils are well on course for reaching standards in art that are well above that expected for their age, and above expectations in reading, writing, speaking and listening, history and music and ICT.

<sup>4</sup> No judgements have been made about design & technology, or geography, because under the new inspection framework there was not enough time to inspect these subjects in depth.

<sup>5</sup> Early learning goals - these are expectations for most children to reach by the end of the foundation stage. The Foundation Stage includes children in nursery and reception classes. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

3. The results of the 2003 national curriculum tests at the end of Year 2 show that standards in writing are above average. They are average in reading and below average in mathematics. This is due mainly to the fact that the proportion of pupils reaching the higher level, Level 3, was below average in mathematics and well below average in reading. Compared to schools in similar circumstances, the results are well above average in reading, mathematics and science and in the top five per cent of such schools in writing. The trend in pupils' attainment in reading, writing and mathematics is above the national trend and the proportion of pupils reaching the expected level is improving steadily.
4. However, when using the statistics showing the proportion of pupils reaching standards expected of them in reading and writing they show that the overall results have been consistently high over recent years, rising from a position of below the national average in 1999. The trend in pupils' attainment in reading, writing and mathematics is above the national trend.
5. Girls and boys achieve similar standards, although this does vary year on year, depending on the number of pupils in each group with special educational needs. Pupils with a Bangladeshi background are collectively reaching standards that are higher than for other pupils.

### **Key Stage 2 (Years 3 to 6)**

6. Inspection findings show that by the end of Year 6 pupils' standards in English are well above national expectations for their age. In mathematics and science they are in line with national expectations, although pupils do better than expected in relation to their investigational skills in science.
7. The results of the 2003 national curriculum tests at the end of Year 6 were above the national average in English, but below the average in mathematics and science. These results were lower than the previous year because most of the pupils who took the tests joined the school sometime after the start of Year 3, with over a quarter joining in Year 5 and these pupils' attainment was not as high as those who had spent all their educational lives in the school. Achievement in mathematics, is satisfactory, but good in English and hence more pupils achieved the higher Level 5 in English than in the other subjects. Based on the percentage of pupils reaching Level 4, the expected standard for pupils at the age of 11, pupils are achieving very well.
8. The following table shows the percentage of pupils reaching the expected Level 4 by the end of Year 6 in 2003 and how this compares to all schools nationally.

<b>Subject</b>	<b>Percentage</b>	<b>Compared to all schools in England</b>
<b>English</b>	86	Above average
<b>Mathematics</b>	86	Well above average
<b>Science</b>	93	Average

9. Compared with other schools with pupils who achieved similarly at Year 2, the results at the end of Year 6 were well above average in mathematics and science, and very high in English, in the top five per cent of these schools. The results are improving year on year at a faster

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<sup>7</sup> There are two major statistical ways of measuring overall standards. 1. The percentage of pupils reaching the expected standard (Level 4) by the time they leave school at the end of Year 6, and 2. the average points score, which provides schools with a single statistic to compare the overall grades, attained by their pupils with the grades attained by pupils in another school. At Key Stages 1 and 2, the level attained by each pupil, for example, in mathematics, has a score. A Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore, adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test, gives the average points score in mathematics. Thus, a school whose average points score for mathematics in the end of Key Stage 1 tests is greater than 15.0 is one whose pupils perform above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2 is 27.

rate than the national trend. This has been brought about by a steady improvement in mathematics, and a sharp improvement in English between 1999 and 2000.

10. Pupils achieve very well overall in Years 3 to 6. Overall boys reach similar standards to girls in all subjects and there is no significant difference between the attainment and achievement of pupils from different groups, whether, for example, by gender or ethnic background. These standards are the result of consistently good quality teaching and very good bilingual support that helps both parents and children to communicate with staff. The value added between the end of Year 2 and the end of Year 6 is outstanding with the school well above average and in the top 25 per cent of schools in the country.

## 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	27.9 (28.3)	28.3 (27.0)
Mathematics	26.4 (26.8)	26.8 (26.7)
Science	27.9 (29.0)	29.0 (28.3)

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

11. Standards in other subjects are well above expectations in art and music, above expectations in citizenship and as expected from 11 year old pupils in history, information and communication technology (ICT), physical education and religious education.
12. The standards pupils with special educational needs attain are below those expected for the pupils' ages but they are satisfactory in relation to the pupils' identified needs and targets. These targets are clear, specific, achievable and suitably challenging. They are keen to make progress, eager to please and enjoy succeeding. In the main, pupils make good progress towards their targets.
13. The school is exceeding the realistic targets that it sets. A priority for the school has been to ensure that the number of pupils reaching standards above that expected for their age increases. There has been significant success in this area of the school's work.
14. In both key stages, literacy across the curriculum is very good. Mathematics across the curriculum is satisfactory. The use of ICT to help pupils in their learning across all subjects is good. Pupils' achievement across the school is excellent in art and music.

### Pupils' attitudes, values and other personal qualities

Pupils make impressive progress in their personal development. The provision for spiritual, moral, social and cultural development is **excellent**. Pupils have **very good attitudes** to their work and their behaviour is **excellent**. Despite the school's good efforts to promote them, attendance and punctuality are **unsatisfactory**.

### Main strengths and weaknesses

- There is an excellent ethos throughout the school which promotes excellent confidence and harmony amongst pupils and staff.
- Behaviour of pupils and their attitudes to their work, their peers and adults is excellent.
- The staff ensure that pupils know the difference between right and wrong without the necessity for complex rules and sanctions.
- The school council is well established but there are few other formal opportunities for pupils to develop roles and independent responsibilities.
- Attendance and punctuality are unsatisfactory.

# Commentary

15. Pupils' attitudes, values and personal development are excellent and parents agree that this is the case. This is an even better picture to the one described in the previous inspection report. All pupils are extremely well behaved, and respond very well to the caring ethos of the school. In class and in the playground, no incidents of challenging behaviour were seen. This is because of the high expectations of behaviour and the presence of knowledgeable and sensitive teachers and teaching assistants in classrooms. In most lessons, behaviour is very good because imaginative teaching, suitable levels of challenge and a strong pace stimulate pupils' interest and therefore pupils are willing learners who very largely enjoy all their lessons.
16. The pupils say that they like everything about the school, and they appreciate the many visits that they experience. They like their teachers and know that any problems will be quickly and efficiently dealt with. No incidents of bullying were seen during the inspection.
17. Pupils' relationships with most adults and each other are very good. This has a positive impact on learning. Pupils are very happy and secure, and enjoy school life. A warm and caring atmosphere imbues the whole place because of the way in which all staff work with pupils. Pupils respond well to the help provided, enjoy the praise and look forward to small rewards that are given. Successes of all kinds are celebrated in special assemblies in which the values of the school are reinforced.
18. Pupils have a very good understanding of right and wrong, which is promoted from a very early age. This is a school in which there is a positive view of learning reinforced by rewards and a 'can do' culture. In large part this is because the headteacher makes sure that the atmosphere in each classroom is monitored and evaluated. As a result pupils not only learn well but also know why they are learning and enjoy the process. Their work is valued, and this is demonstrated by the way in which much of their work is displayed. In assemblies and religious lessons spirituality forms the core of activities – but it is also apparent in other lessons. Pupils' cultural experiences are far reaching in that the basic curriculum is rich whilst at the same time there is a huge breadth of visits to a very wide range of places together with an almost equally wide range of visitors ensures that pupils have had first class experiences. Most of the activities provide opportunities for, and insist on the social interaction of pupils with their peers and with other people in very different environments from those that pupils are used to. This excellent provision has ensured pupils' excellent personal, social and cultural development.
19. Pupils are encouraged to participate in all school activities, including the school clubs. There is a well-established school council. Pupils from each class are selected and meet regularly. They make suggestions about improvements and changes and their ideas are considered seriously and discussed by staff. Presently their meetings are not chaired or minuted by pupils. Although several pupils take on jobs in class, there is room to formalise these tasks so as to enhance their status and ensure that all pupils have the chance of volunteering - or even applying for these positions, encouraging independence and initiative.

## Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.6
National data	5.4

Unauthorised absence	
School data	1.5
National data	0.5

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

20. The absence rate is well above the national average. In the last complete reporting year there were far more unauthorised absences than average. In part this is because the school does not authorise any holidays taken during term time. The school has good procedures, and

rewards for encouraging good attendance and punctuality. However some parents take too relaxed a view about ensuring their children start promptly. The attendance figures are affected by those who understandably take religious holidays such as Eid during term time. In addition several pupils go abroad during term time. The school does not make full use of its computer data to analyse the attendance statistics to identify where the main problems lie and their impact on learning. There is close co-operation with the local authority's social welfare officer to promote amongst parents the importance of their child's school attendance throughout the year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

21. The quality of education provided by the school is **excellent**. Teaching is very good and an excellent range of other opportunities enriches the very rich curriculum further. Pupils are cared for well and links with parents are very good and with the community are excellent.

### Teaching and learning

Teaching overall is **very good** and very well planned. The quality of assessment is good.

### Main strengths and weaknesses

- Teaching in all parts of the school is of a high quality, particularly in English, music and art.
- Pupils are effective learners because they are encouraged and stimulated which helps to ensure that they enjoy learning and therefore enjoy school.
- Teachers are very good at drawing on a very wide variety of good quality resources that stimulate and motivate pupils.
- Teachers and all staff have high expectations and enthusiasm for their work with pupils and therefore they frequently ensure that learning is enjoyable and fun.
- Pupils know that they can ask all staff in their classroom for help if they are stuck and that they will receive fair treatment in a way that helps them to make their work better.

### Commentary

22. Teachers know their pupils very well and plan work that is both challenging and interesting for their pupils. Teachers draw on a wide variety of good quality resources, and this includes the very good work of support staff throughout the school. Teaching, although satisfactory at the time of the last inspection, and unsatisfactory in the nursery, has improved hugely and is now of a consistently high quality throughout the school in nearly every subject.

### Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (9.5%)	23 (53%)	12 (28%)	4 (9.5%)	0 (0%)	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.

23. Particularly strong features of teaching include the attention teachers give to motivating pupils and keeping them well focussed on their tasks. Teachers have a wide range of ideas for teaching so that if one approach does not work, they quickly switch to something else so that pupils' learning is assured. Teachers actively develop pupils' thinking skills so that pupils are able to move on from being able to describe the way something has happened to being able to analyse and then synthesise information. Teachers' planning is good and a major factor of their good planning is the attention the teachers have given to the different ways in which pupils are able to learn as well as what they want pupils to learn. All subject leaders are class teachers. They are good role models and mostly set high standards in the teaching of their subjects as indicated by the improvements in teaching of all subjects over recent years and

the raising of standards. Staff training is a feature of the way in which subject leaders improve staff knowledge of subjects as well as being prepared to teach one or several model lessons, especially if an aspect of the subject is new to the curriculum, and sharing planning with the headteacher.

24. All staff have high expectations, work is for the most part always challenging and lessons move forward at a good pace which pupils respond to very well. They work with and use the support of learning assistants very well. Relationships in class are excellent and pupils will always try to succeed. This means that they know that their teachers, other adults and peers will support them. A part of all teaching is encouragement, the development of pupils' self-esteem, to be self-critical but not criticise others, and therefore the school has managed to build pupils' confidence to have a go and become willing learners. This is a deliberate feature of the school ethos and is known by pupils of all ages, is in written form in all classrooms and refers to 'You can do it'.
25. Teachers are very good at helping pupils to learn basic skills and through the teaching of English, teachers frequently use examples of the content pupils are studying in other subjects that both improve their English skills and reinforce learning of other subjects.
26. There is a strong consistency in approach to the teaching of pupils with English as an additional language. In the Foundation Stage there is a strong emphasis on oral work and on the development of language through role-play. This supports pupils in developing their language skills in a range of real situations. As they continue through the school, they develop a wide vocabulary and a confidence in themselves as speakers. A strong team of support staff, many of whom are bi-lingual, give structured and sensitive support for the learning of English. Learning is carefully planned and there is a consistent approach to assessing and tracking achievement. As a result, the progress of pupils with English as an additional language is rapid, especially in the Foundation Stage.
27. The teaching of pupils with special educational needs is good. This is because pupils have been accurately assessed, and their individual education plans are targeted carefully to help them learn. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils, and regularly monitor the progress pupils are making towards achieving their targets. Relationships are very good throughout the school. Because adults value pupils' work, this encourages the pupils to try harder. Records are well maintained and regularly updated. The effectiveness of teaching assistants' work is usually good when they are working with individuals, groups and the whole class. When the teacher is talking to the whole class, assistants most often sit with pupils who need extra support when the class teacher is teaching the whole class, and repeat questions, give extra and encourage learning, but this is not the case in all classes. Teachers and teaching assistants work together very well as teams, including daily joint planning on a daily basis after school. Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, eager to please and enjoy succeeding. They are usually well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.
28. Overall, the quality of assessment is good. Teachers' have access to a wide variety of good quality assessment systems. Marking of pupils' work, however, is thorough, positive and is designed to help pupils recognise the quality of their work and effort as well as giving ideas to improve.
29. Pupils' achievements are noted and tracked so that teachers, and in particular the leadership team, have access to a wide variety of assessment information. This allows for teachers to identify where to pitch their lessons and recognise specific patterns of learning success, but also learning difficulty. The amount of assessment information available to the school also allows for accuracy in target setting. However, the school has reached a point where there is almost too much information and that there is a need to ensure that the assessment

information is analysed and the outcomes of such analysis are clear and have a specific purpose.

## **The curriculum**

Overall curriculum provision is very good and the ways in which the curriculum is enriched is excellent. The accommodation is good and very well maintained. Resources are very good.

## **Main strengths and weaknesses**

- The high quality of enrichment from visitors and visits together with the overall creativity of staff across the school ensures a rich and very interesting curriculum, especially in the arts.
- The activities that pupils are involved with are exciting and promote good quality learning for all.
- Provision for pupils with special education needs is very good.
- Pupils' personal, social and health education are very good.
- Resources of all kinds, including all staff, are of a high quality.
- There are many extra activities after school which are popular and well attended, although recent budget cuts has reduced the number of such activities.

## **Commentary**

30. The school provides a curriculum that meets all statutory requirements including the provision of religious education and personal, social and health education. Pupils have a very rich curriculum experience which is broad and well matched to the needs of pupils. It is very well planned and together all staff make pupils' learning interesting and often fun. Subjects are taught in a challenging, lively and stimulating way. The National Curriculum is enriched enormously through trips out of school and visitors to the school. These, combined with the creativity of many staff, ensure that pupils' experiences are extremely rich, exciting and challenging for all pupils. The provision for gifted and talented pupils is good. Resources are very good and accommodation is good. Each day concludes with an assembly and whilst the end of day themes vary, they are conducted to maximise pupils' involvement in their assembly. Assembly topics are generally powerful and provide an excellent communal ending to the school day. This approach to learning and living in school has been a significant contributory factor to very good provision for personal, social and health education and citizenship education.
31. The richness of the curriculum starts in the Foundation Stage where children have a secure, welcoming and calm environment in which to work and stimulating, creative tasks to do. This richness extends throughout the rest of the school and is brought about by pupils' participating in choir singing, debating, acting, making presentations, entering competitions and winning many, as well as visits to galleries, field study and science centres, farms, theatre, opera and other music events. In addition the school has frequent visitors such as different artists including an artist in residence, poets, story-tellers, sports coaches, business partners in reading, chess and debating. The school also offers after school clubs, less this year than last due to budget cuts, but over several years always mounts a major dramatic event involving large numbers of pupils.
32. The curriculum is well planned and very many activities and tasks have been planned to ensure that strong links exist between subjects so that learning in one area of the curriculum will enhance the learning of other subjects. The school ensures that all pupils are fully included in what the school offers. The headteacher and staff, recognise that all pupils have gifts and talents and, as a consequence, the school provides a very wide range of activities and approaches to learning that encourages all pupils to take part, do their very best, succeed and enjoy their learning. Thinking skills are taught to all pupils. All pupils have access to an excellent overall curriculum which enables them to identify and develop their own interests and talents. The local Excellence in Cities initiative does provide specific opportunities for the most able and talented pupils from Years 4, 5 and 6 to take part in.

33. Provision for pupils with English as an additional language is excellent. Pupils are very well supported in speaking and listening in a wide variety of challenging and stimulating situations.
34. Provision for pupils with special educational needs is very good, and often excellent. This means that teachers' and support staff ensure that pupils' needs are very well met so that they are fully involved in lessons. Some teachers plan easier tasks for these pupils so that they can complete them on their own and consequently improve their ability to work independently. However, in some lessons they are asked to do a similar task to other pupils, and whilst this is challenging it is not always appropriate. The provision outlined in pupils' statements of special educational need is fully in place and is reviewed annually in line with the Code of Practice<sup>9</sup> guidance.
35. The school is very well resourced with a wide variety of good quality resources. The school has good resources for ICT, such as a computer suite and in each classroom there is an interactive white board. The accommodation is good and very well maintained and whilst the school has two halls, used for many activities, they are a little narrow for some physical education activities. Although the play space around the school is relatively small, the school has maximised its use and provides a superb range of equipment and play environments to make being outside a stimulating and pleasant experience which, in many cases extends pupils' physical education.

### **Care, guidance and support**

Pupils are **very well** cared for. Pupils have **excellent relationships with adults** in the school and are given the support and advice that they need. The school is good at taking account of pupils' views.

### **Main strengths and weaknesses**

- Staff provide very good personal, social and health education and guidance and pupils develop self-esteem and confidence.
- Very good care is taken to ensure pupils' health and safety in school and on visits away from school.

### **Commentary**

36. The school's procedures for ensuring the safety and well-being of its pupils are very good. There are good formal procedures to ensure that pupils and adults work and play in a healthy and safe environment.
37. Child protection procedures meet requirements and the school exercises its responsibilities with vigilance and care. All staff are able to make a full contribution to the positive ethos of the school. Staff are well prepared to support pupils not living at home, if necessary.
38. Induction arrangements for children joining the school are very good. The following arrangements are strengths which start the work of developing the good and trusting relationships between pupils and staff. Such arrangements help to give pupils the confidence to seek support and guidance when they have concerns about their work, personal problems, or when they want to share a success or news of something special.

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<sup>8</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. The Foundation Stage includes children in nursery and reception classes. The goals refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

<sup>9</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.



- A thriving toddlers' group at school gives many children and their families good experiences before starting school.
  - Children and their parents make visits to the school in the term before they join the nursery.
  - Staff also offer to visit children in their homes and do so if it is the wish of the parents.
  - The headteacher spends time with each parent of an enrolled pupil.
39. Staff respond very well to pupils' needs so that pupils develop self-esteem and the confidence to talk with adults if they need advice or support. All staff fulfil this role and a learning mentor is always available to give one-to-one support to pupils who are going through a difficult patch.
40. Pupils are very well looked after at lunchtime and some pupils choose to help younger ones at playtime. However in general the development of responsibility roles amongst pupils is too limited. The school has identified the need to increase the level of pupil responsibility and has included relevant objectives in its school improvement plan. The school council is developing well although a more active role for its members and election rather than selection would help towards the goal of enhancing individual responsibility. The school has developed classes in which older readers help work with their younger partners from Reception. Both parties enjoy this delightful and mutually beneficial weekly session.
41. The support for children with special educational needs is very good because of the very close and positive relationships between pupils and staff. Pupils are aware of their targets and contribute to the discussion of what they need to learn next or to improve. The monitoring and recording for pupils with special educational needs is good and annual reviews effectively meet requirements. Outside agencies are involved, as required, to help meet pupils' specific targets. The school successfully uses a wide range of assessment tools to crystallise teachers' understanding of the exact needs of such pupils. There are good induction procedures for the pupils with special educational needs on entry to school and strong support is given for the next stage of learning.

### **Partnership with parents, other schools and the community**

The school has established a **very good partnership** with parents and other schools. Links with the community are **excellent**.

### **Main strengths and weaknesses**

- Parents are very happy with what the school provides for their children.
- Links with the community and with business are excellent.
- Reports to parents about their children's progress are good, however they do not indicate clearly how well pupils are doing compared to what is expected for their age.

### **Commentary**

42. Parents have very positive views about the school and the education that it provides. The level of parental satisfaction is high in all areas of the school's work. At the very well attended meeting for parents before the inspection there was unanimous praise for all aspects of the school. Parents recognise that the school values all its pupils and provides equal access and equality of opportunity for all pupils to succeed in any area of school life that stimulates them to do so. Parents from all heritages value this school, and find the headteacher and staff highly approachable and efficient.
43. Good formal and informal opportunities exist for parents to make their views known to the school, such as monthly meeting with groups of parents who enjoy a cup of tea and share their observations about the school with the headteacher. The school has found this more effective than a formal parent teacher association. Other community activities includes a toddlers morning which is very effective in increasing the confidence of both children and parents prior

to full attendance at the nursery, and Bengali classes which are held several times a week for local children.

44. Parents also receive a considerable volume of useful written information. There is a friendly and well-presented termly newsletter. Parents feel that the staff are always willing to make themselves available to them and the headteacher is well known to all parents and makes herself evident in the playground to help encourage communication with the quieter parents. Almost all communications are translated into Bengali.
45. The school places considerable emphasis on linking with the parents, many of whom do not speak English themselves. In the nursery and reception classes, parents are actively involved in their children's education through sharing books and activities, attending a mother and toddler club and joining in events and celebrations.
46. Parents of pupils with special educational needs are pleased with the support their children receive. The school invites parents to all reviews and they can make an appointment at any time. Parents are fully informed about their child's progress through their attendance at review meetings to discuss their child's progress and agree what needs to be done next.
47. The annual reports on pupils' progress contain a good level of detail. However, they do not indicate clearly how well pupils are doing compared to what is expected for their age or what could be done next to move to the next stage in their learning in their subjects.
48. The school's links with the community are extremely good, and although links with parents are very good, the contribution of the links with parents to pupils' learning at school through the home could be stronger. Links with other schools and colleges are very good. The school has close links with secondary schools. Links with business are excellent, with close ties with a multi-national manufacturer of domestic products and city businesses in the financial sector. These organisations provide valued sponsorship and a flourishing reading partnership scheme that gives additional learning and enjoyable relationships to the young readers and indeed to the volunteers from the office world.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **excellent**. The headteacher's leadership is excellent. The leadership of other key staff is very good and the management of the school is very effective. The school also has a highly committed and **very effective** governing body.

### Main strengths and weaknesses

- Leadership of the headteacher is outstanding and there is a strong team ethos between other management teams which has led to a school providing a high quality education for all its pupils.
- Governance is very strong.
- The school has a very high commitment to pupils' success and enjoyment through a team approach to the management of the school.
- There is very good leadership of education inclusion which includes special educational needs and leadership of the provision of English as an additional language.

### Commentary

49. Sir William Burrough primary school is a highly ambitious school. The head has been exact about establishing a clear set of values for the school and these have been translated into ensuring that all pupils are given opportunities to maximise their abilities and talents. The head, through and with many other management teams and individuals, has continued to make improvements to the school since the last inspection so that pupils receive an extremely good education as a consequence of attending the school. A major outcome of such strong leadership is the high standards of achievement reached by pupils.

50. The head's enthusiasm, understanding of a high quality inclusive school has been infectious amongst staff and supported by the governors and parents. As a consequence the management of the school is of a high quality through the leadership team, subject leaders and all personnel with responsibilities. The school has an extremely strong commitment to continuous improvement, something which has happened on all fronts since the last inspection nearly six years ago.
51. The head has an extremely insightful approach to leading this school. She has very high expectations of the children and of staff. She has created several teams of adults who link with each other in many different strong ways, both routinely and creatively, which have been highly effective in raising pupils' achievement. Despite significant staff movement since the last inspection there is remarkable consistency in approach between adults to teaching and learning. The head monitors the work of the school at every level so that she can talk with all staff about strengths and areas that require development. As a consequence there is a strong commitment to staff with regard to their training and support. Such an approach has led to clear responsibilities for staff but a deliberate structured, yet organic approach, to the management of the school which is very effective.
52. All staff are highly committed to the school and its aims and values. The school is constantly trying to improve and has a strong commitment to continuing to raise standards, ensuring that pupils enjoy going to school and in promoting their self-esteem, confidence and social development. All staff contribute effectively to the way in which the school successfully continues to develop. Staff are receptive to change and through the head, the school becomes involved in a very wide range of activities and new educational initiatives. Their value is first assessed through the leadership team and where provision will improve for the betterment of pupils, the new activities or initiatives are implemented. The school is highly committed to ensuring that staff are up to date and well motivated, and therefore it is no accident that the school has received the award 'Investors in People' for the amount and quality of training for staff. Induction arrangements for new teachers are excellent.
53. As well as shaping the curriculum and the way in which pupils are taught and supported, the head, leadership team, governors and staff have very successfully brought about a high level of involvement between the school and the community, especially business within the community, London Docklands and the City. The governing body knows the school very well and is clear about its strengths and areas that are causing angst as well as requiring further development. It is a strong governing body that will engage in robust conversations with the head whilst working very strongly in partnership with the school. Many of the governors make weekly visits to the school, not just to see the head or subject leaders, but, for example, to work with pupils as reading partners. This increases their knowledge and understanding of the way in which the school works and is succeeding.
54. Governors are keen to do their job well and provide very good support to ensure that the school can achieve its aims. Governors have a real understanding of their place in the 'big picture'. They recognise the links between the targets set by the local education authority, the school, individual teachers and pupils themselves and where their particular role fits in to all of these. The teamwork and consequent influence of this group can be seen in many crucial areas. They always set a balanced budget, however, in the last full financial year unforeseen circumstances at the time of setting the budget meant a negotiated overspend by the year end<sup>10</sup>. They have been busy making representation to all parties that have influence on the size of the school budget because the shortfall in the amount of money received last year saw significant cuts in the provision of specific areas of the school. For example, one member of staff has not been replaced, swimming has been cut to Years 5 and 6 only and the provision for after school clubs has declined.

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<sup>10</sup> Four staff had to be covered for maternity leave, factors not known at the time of budget setting.

55. Development plans and financial plans are carefully worked out and help the head and leadership team to plan carefully for the future. Plans also help the headteacher to run the school effectively in the best interests of the pupils, and help teachers to do their job properly.
56. Subject co-ordinators have a clear role which is more to do with ensuring teachers receive the subject support they need through help with planning or support in teaching an aspect of the subject. They also very frequently meet with the head to share the planning of the subject so that the head can see the planned activities, resources to be used, enrichment available, the nature of the challenge to stretch pupils and the way in which the topic builds and progresses from week to week. The Inclusion Co-ordinator, who is responsible for special educational needs, provides very good leadership. He ensures that all pupils have been accurately assessed, using outside agencies when necessary, and that pupils have relevant achievable targets. He works very closely with all colleagues and regularly monitors the use made of individual education plans. The school has successfully reviewed the policy for special educational needs to make sure that it reflects the 2001 Code of Practice for special educational needs. The school has very good resources, especially staffing, to meet the needs of this group of pupils.
57. Very good leadership is provided for the teaching and learning of English as an additional language. There are consistent systems in place for the induction of pupils, for assessing and tracking their progress and for supporting them in class. The quality of teaching and provision is carefully monitored to ensure a consistent and successful approach.
58. A very recent full financial audit was completed at the end of November 2003. Whilst the audit recognised that some progress had been made in improving the school's internal financial controls there were still areas incomplete and therefore outstanding. The audit identified a number of strengths, but also weaknesses in a much larger number of areas including the need to improve the way in which the school seeks best value for its purchases and provisions. The administrative systems of the school are efficient and the audit found budget control to be satisfactory.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,395,154.00
Total expenditure	1,456,241.80
Expenditure per pupil	4522.49

Balances (£)	
Balance from previous year	13,209
Balance carried forward to the next	-61087.80

59. The school provides a very good standard of education and pupils achieve very well, and sometimes extremely well not only in the core subjects but in nearly all of the other subjects as well. The quality of teaching and learning is very good and in a significant minority of lessons it is excellent. The school provides a very broad curriculum that is superbly enriched by visits out and visitors to school. It forms excellent links with parents and pupils are very well cared for. The high quality of leadership given by the headteacher and governing body shows that the school is in a very good position to continue to improve. It is a highly effective school and even though its costs are above average for London schools it provides very good value for money.

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

### **THE FOUNDATION STAGE - AREAS OF LEARNING**

60. Since the last inspection, provision for children in the Foundation Stage has greatly improved and is now very good. The exceptional level of improvement is the result of the Foundation Stage co-ordinator's very good leadership and management, and the dedicated hard work of all Foundation Stage staff. Together, they ensure that children have a secure, welcoming and calm environment in which to work and stimulating, creative tasks to do. Children in turn are very happy to come to school, motivated, excited and keen with anticipation of exploring the wealth of experiences planned for them. Children achieve extremely well considering they have a very long way to go on their learning journey. When children start school they have very low levels of attainment and most enter nursery with little or no English and few of the experiences necessary for them to access the very good curriculum.
61. Teaching is very good with particular emphasis on the personal and social development and the acquisition and development of language. The staff know the children and their families very well and greet them individually when they arrive each day. Very good bilingual support helps both parents and children to communicate with staff. Staffing levels are very good and all children are supported very well. Relationships are excellent and as a result the children's personal, social and emotional development rapidly improves and this has a positive impact on standards.
62. The staff use the stepping-stones<sup>11</sup> in the Foundation curriculum very well to plan, closely track and monitor all children's progress. The accommodation is very good inside and outside and the high quality resources provide children with an extraordinary place in which to learn.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Achievement is excellent in the Foundation Stage with children attaining the expected levels by Year 1.
  - There are excellent relationships between the children and adults which ensure that learning is fun.
63. This area of learning receives a high profile when children start the nursery and as a consequence children achieve very well. Children have many planned opportunities to develop their self-confidence, to make choices and decisions and to become aware of the needs of others. The staff are excellent role models, treating everyone with respect, and encouraging children to give their ideas and by valuing what they say. Children are encouraged to share their own cultures and faiths. The children reflect this by showing very good attitudes towards each other, and responding and participating eagerly in all activities. They develop independence by being allowed to choose which learning activity to undertake, or deciding when to take their morning snack. They tidy up well at the end of a lesson, efficiently collecting all the pieces of the games and equipment, and put them away quickly.
64. Children in the reception class concentrate for long periods of time and show sustained interest and desire to learn because the very good range of activities is effectively planned and resourced. At lunchtime children show that they know how to take turns and ask politely for

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<sup>11</sup> The stepping-stones show teachers what they need to know about children's learning in each area of the Foundation Stage. They are the steps that children will take as they make progress towards reaching the Early Learning Goals for children under five. They show stage by stage the knowledge, skills, attitudes and understanding children need to achieve the goals.

any help they need, confidently following the routines they have learned. Very good teaching ensures that, when they leave the reception class, most are achieving the Early Learning Goals in this area.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's achievement is excellent.
  - Teaching is very good and all adults involved in the Foundation Stage have a very good understanding of the needs of the children.
  - Every opportunity is well used to develop children's language for communication.
65. Many children have poorly developed language skills and speak little or no English when they join the nursery. Staff use every opportunity to promote language and speaking skills by encouraging the children in the nursery and reception classes to discuss and describe their activities. The nursery teachers skilfully provide the children with a wide range of activities so that they make rapid progress. Even though children have insufficient language skills to express themselves clearly in English, they communicate in their mother tongue, gesture and use body and facial expressions to get their feelings known. By the time the children reach reception class, they have become confident enough to take part in a story drama, for example, about Mrs Marple's washing being blown off her washing line. Children's confidence and the outcomes of their work and efforts show that they have achieved extremely well.
66. The teacher, who effectively encourages all their efforts and conversations, supports the children very well. Staff are very good at promoting listening skills by reading stories with expression and excitement to encourage the children to listen attentively. There are very good links between the 'big books' and role-play activities to promote the use of language.
67. Each teaching room has a very good supply of attractive books and the children enjoy choosing and sharing stories, particularly with an adult. There is a strong focus on learning the sounds of words and letters. The reception teacher checks that the children recognised the letters by using the children's names and matching letters in their names. They soon recognise their own names and those of their friends.
68. Throughout the Foundation Stage, children are encouraged to see themselves as writers. Teachers provide a very good range of writing activities where children develop skills from early mark making in the nursery to making books and creating stories in the reception class. Although there are good supplies of paper, pens, crayons and pencils, and teachers carefully teach children individually on how to form letters correctly, the majority of children find this difficult as they have poorly developed hand control skills. By the time these children reach Year 1, nearly all achieve the Early Learning Goals.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is very good and children achieve extremely well.
  - The very well planned activities to develop children's mathematical understanding are imaginative and enjoyable.
69. The high quality of practical activities planned by teachers helps children to achieve in an excellent way from a low starting point and many will and do attain the Early Learning Goals by the time they start Year 1. Teachers plan and teach a strong programme of oral number

games and rhymes, and the bilingual staff support such teaching very well. The emphasis teachers give to developing mathematical vocabulary ensures children use this language confidently when trying to solve mathematical problems. All activities are supported by a very good variety of equipment for counting, sorting and matching. Further imaginative support for children occurs through bright displays that help the children count, recognise and order numbers and continue patterns. Children are encouraged to record some of their work in a practical way by colouring, cutting out and matching. Mathematical skills are extended very successfully across all areas of learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The school uses its grounds very well to develop children's understanding of the world around them.
  - Very good teaching provides children with numerous opportunities to explore the world around them.
70. When children enter the nursery, they have little knowledge or experience of the world around them, and their limited language skills hinder their ability to express what they do know. However, they are stimulated and excited by the wide range of interesting and investigational activities provided for them. They show great interest and enthusiasm when investigating different sources of light and find enjoyment and success whilst exploring dark corners inside the classroom and outside in the play area with torches. Investigations take place regularly to develop children's sense of the passing of time. The imaginative role-play areas reflect the planned topic and consistently challenge children in their learning. Children celebrate different festivals of the world, experiencing religious festivals, cultural diversity and assemblies which are strongly enhance children's spiritual development.
71. Children use computers confidently, although few have access to one at home. Most children show good control of the mouse, although some of the nursery children are still learning to co-ordinate the point and click action.
72. Children achieve very well and make rapid progress in this area of learning and meet the Early Learning Goals by the end of their time in the reception class.

## **PHYSICAL DEVELOPMENT**

Provision in Physical Development is **very good**.

### **Main strengths and weaknesses**

- Very good use is made of the outdoor area.
  - Attainment is as expected by Year 1 and all children achieve well.
73. All children use the outdoor area each day. There are a suitable number and range of wheeled toys and bikes outside and the children enjoy riding round the marked play area which allows them to practice and improve their skills of orientation and therefore of getting to know which spaces to ride in and which not to go into. Older children show success in this is an activity. They use the large climbing frame well, developing control of their movements and increasing agility. Staff make suggestions for games, and usually participate, and follow the children's directions for imaginative play. Children develop small physical skills by using tools and scissors, although some of them in the reception class still find it difficult to cut accurately. Although difficult for many, children are beginning to improve their skills in manipulating pencils and brushes, however, they have found a significant degree of success in threading beads and controlling the computer mouse competently. Very good teaching helps the children

to make good progress so they meet the Early Learning Goals by the time they leave the reception class.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children make excellent achievement.
  - Well-chosen resources are accessible to all the children.
  - Activities are very well planned and link closely to other areas of learning.
74. Children generally start the nursery with poorly developed creative skills, but by the time they are ready to start Year 1 of the National Curriculum they have reached the expected level for this age. This shows extremely good achievement and is because nursery and reception staff plan very good opportunities for children to learn how to use their imagination, explore a range of materials, respond to music and express themselves. These are linked to themes and topics, which make them meaningful to these youngsters. For instance, in the nursery the children learned about light and dark. They sorted white and black collage materials and then made their own picture selecting the materials they enjoy using. Very good links are made with other areas of learning such as communication, language and literacy, knowledge and understanding of the world, and mathematical development. Children confidently develop an interest in what they see, feel, touch and smell. This is particularly well developed in the sand tray activity where children have to dig and find the treasure. Resources are all clearly labelled and made accessible to the children. This enables them to progress well in their learning and develop independent skills.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- The achievements of all pupils in all areas of English are very high.
- Teaching is consistently very good throughout the school. Teachers plan exciting, stimulating and challenging opportunities for pupils to speak and listen, to read and to write.
- Very good assessment procedures give teachers a clear picture of pupils' very good progress.
- The leadership and management of English throughout the school are very strong.

### **Commentary**

75. Standards are well above the national average for pupils aged 11. Such high standards are the result of significant improvements in teachers' planning which is highly effective, very good approaches to teaching, the use of resources which includes wonderfully planned enrichment activities, as well as the provision of relevant, stimulating and interesting tasks. This said, staff work tremendously as a close-knit team and have produced a very good English curriculum that builds on pupils' knowledge and skills year on year.
76. Pupils' progress is continually assessed and teachers therefore know how to build on pupils' individual strengths lesson by lesson. The subject leader is very strong and is relentless in looking for innovative ways in which the subject can be developed further. Inspection findings are that standards by the end of Year 2 are above average and by the end of Year 6 are well above average.



77. The results of the national tests at the end of Year 6, over the past three years have been above the national average. Compared to the results of pupils' attending similar schools standards are extremely high<sup>12</sup>. The results at the end of Year 2 in writing are above average, and are average in reading. When these results are compared to results from pupils in similar schools then standards in writing are in the top five per cent in the country.
78. Pupils of all ages enjoy all the well-planned activities. Achievement is very high. Many pupils start school with under developed skills and they make good progress in the infant classes and very good progress in the junior classes. Learning is particularly accelerated in the older classes after pupils have worked hard to become fluent in English. During the inspection, there were no differences noted between the achievements of pupils from different ethnic groups.
79. Standards of pupils' speaking and listening skills are excellent across the school. The school's strong focus on learning through direct experience provides rich opportunities for the development of pupils' speech and vocabulary. For example, pupils in Year 5 learn how to debate under the guidance of students from Cambridge University debating society who act as very good role models and help pupils to frame well-structured arguments on topics that are relevant to the pupils' lives. Such work is also leading to pupils being able to recognise the merits of different pieces of persuasive writing as well as learning how to produce their own pieces of persuasive writing.
80. Pupils' achievement in reading is very good. Systematic teaching of reading skills in the infant classes ensures that pupils' reading develops well from an early age. Pupils read with fluency and expression showing good understanding of punctuation and dialogue. All pupils show enthusiasm for reading and give good accounts of what they have read. The school has a good system of coded books which successfully help younger pupils' in their reading development. Teachers' very good assessment records give clear indications of pupils' reading levels and results from tests and teachers' observations. The high standards in reading are due to the fact that the school values reading and has successfully created in pupils a love for books and reading. Two examples of the additional ways in which reading is encouraged include, (i) children in Year 5 being paired with younger pupils, and (ii) professional employees from City companies come each week to share books and confidences. Pupils say, "it gives us confidence as well as extra time to read and talk about books and other things". Visits to the library for pupils are not a regular feature of school life and as yet do not make a significant contribution to pupils' reading experiences. The school is fully aware of this and has already drawn up an action plan.
81. Pupils of all ages enjoy writing. The quality of their teaching is very good and standards in writing are very high at the end of both key stages. This is good improvement since the previous inspection. Teachers give pupils varied examples of writing to help them become successful. They guide children's work and show pupils how to use different techniques to help pupils on the road to success. In Year 5 pupils read the Greek mythology of Daedalus and Icarus and successfully learn how to write a story with a tragic end. They learn the techniques of other authors before using what they have discovered to shape their own examples; one pupil concluded his retelling of the myth "Slowly he fell into the deep blue sea, Daedalus, his father could only watch and cry. The only remaining part of Icarus was the gigantic plume of creased feathers".
82. Teaching is very good throughout the school. Teachers have very high expectations of their pupils. They know exactly what their pupils can do and plan very well to provide just the right levels of support and challenge. The teachers manage and pace their lessons so that not a moment is wasted. Pupils are motivated to try their hardest and are anxious to succeed. In particular, the content of lessons is exciting and stimulating so that pupils' interest and involvement are total.

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<sup>12</sup> Extremely high means that these standards are in the top five per cent of schools nationally.

83. Teachers skilfully use different ways to stimulate and encourage pupils' learning. Thinking and reflection time, physical activity, and appropriate posture all contribute to the receptivity of the pupils. Music also gives a strong support to learning.
84. The subject is very well led by a co-ordinator who is an excellent role model, often giving example lessons which provide ideas on new topics and new ideas to promote good quality learning.

### **Language and Literacy across the Curriculum**

86. During their time at the school pupils are encouraged to value and develop their literacy skills because they use them effectively all the time in other subjects. For example, the pupils in Year 2 learn in literacy how to write explanations and use their latest science learning as the task. Pupils have to think clearly, logically and sequentially when writing the report using their spelling and punctuation knowledge. By the time they leave the school pupils know how to write in many different forms, from explanations and reports in science and geography to diaries, letters and recounts in religious education and history. The school goes to great efforts to celebrate and publish these achievements with the result that pupils develop a real sense of pride in their skills.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils attain well above average standards in Year 2 and Year 6 compared with pupils in similar schools although standards are broadly average when compared to all schools nationally.
- The quality of teaching and learning in lessons is good or better.
- The majority of classrooms have interactive whiteboards, which teachers use very well to enhance the teaching and learning of mathematics.
- Assessment systems are very good but teachers do not use them sufficiently well to set targets for pupils.
- The teaching of mental and written methods of calculation and their recording are not consistent enough throughout the school.
- Too few of the more able pupils are reaching the higher level standards.
- Pupils do not have enough opportunities to interpret data or solve mathematical problems, including word problems.

### **Commentary**

86. Inspection findings show that pupils' standards in mathematics are in line with national expectations at the end of Year 2 and Year 6. The results of their national tests taken at the end of Year 2 and Year 6 show standards below average although the proportion of pupils reaching the National Curriculum expected levels is broadly in line with national averages at Year 2, and well above average at the end of Year 6. Over recent years, overall standards in mathematics have been improving.
87. When compared to similar schools, pupils' standards of achievement are well above average. There is an upward trend in standards in Year 2 and Year 6. Boys outperformed girls in last year's tests although inspection evidence did not identify any particular difference in attainment. Bangladeshi pupils attained better standards than non-Bangladeshi pupils in Year 2 but in Year 6 the reverse was true. Pupils enter Year 1 with standards broadly in line with national expectations and these standards are maintained as pupils progress through the school. Most pupils, including those with special educational needs and those who are learning English as an additional language, are achieving satisfactorily throughout the school. However, too few of the more able pupils are achieving the higher levels, particularly as their

attainment in reading and writing is well above average and difficulties with language are not, therefore, preventing their progress.

88. Since the last inspection the school has improved the use of information and communication technology to teach mathematics. Teachers are competent in the use of the interactive whiteboard and it is used well to interest and motivate pupils and to enhance teaching and learning. Assessment systems have also been improved. The school successfully uses a computer programme to accurately assess pupils' levels of attainment together with teachers' assessments. However, this information is not used well enough to agree individual targets with pupils so that they have ownership of their own learning and are clear about what the next steps are.
89. Overall the teaching of mathematics is good. As a consequence, pupils' learning is effective. Teachers' planning is very detailed; they question pupils well and involve them actively in all parts of the lesson. Resources for mathematics are good. However, the teaching and learning of mental and written calculations is not consistent across the school which means that pupils' achievements are often greater in some classes than in others. In some classes pupils are given good opportunities to record their mathematics but in others there is too little recording or an over reliance on worksheets when pupils are just filling in an answer in a box. There are too few opportunities for pupils to solve problems, particularly word problems, and to interpret data which means that standards in these aspects of mathematics, whilst satisfactory could be better.
90. The co-ordinator has resourced the subject well and monitors teaching and resource use through discussions with colleagues. The head teacher monitors the teaching and learning in lessons and provides regular feedback to teachers which motivates staff and ensures that improvements in teaching occur. There are regular opportunities for staff to discuss issues that need to be addressed and as such improvements to the curriculum and teaching does occur. Overall co-ordination of the subject is good. There has been a good improvement in provision since the time of the last inspection.

### **Mathematics across the curriculum**

91. The use of mathematics across the curriculum is satisfactory. Pupils make satisfactory use of mathematical skills in science. For example, they use stopwatches to time experiments, helping to ensure fair testing and record numerical data found in their experiments. Timelines were observed in historical displays and further learning about history in relation to the enlargement of the school website. However, only a few uses of information and communication technology were actually observed during the inspection, although software is available for pupils to use.

### **SCIENCE**

Overall provision in science is very good.

### **Main strengths and weaknesses**

- Pupils have plenty of very good opportunities to carry out practical activities.
- Standards achieved through practical activities and investigational science are above average.
- Overall, standards show a rising trend of improvement.
- The quality of teaching is consistently high.
- Support staff work extremely well with pupils.
- Resources are of a good quality.

### **Commentary**

92. Inspection findings show that standards are in line with national expectations for pupils in Year 2 and Year 6. However, the fact that science teaching is rooted in investigations and

experiments has meant that pupils' thinking and ideas about science are above expected for their age. Pupils are quick to identify the issues to be investigated, use resources well, identify fair tests, successfully carry out practical work and write up an investigation in the correct way. From an early age teachers promote thinking skills and good habits in pupils so they can record their findings accurately. As a result achievement is good at both key stages.

93. Teacher's formal end of Year 2 assessment in 2003 showed that the proportion of pupils reaching the expected level of attainment for their age is average when compared to all schools nationally. However, when compared to similar schools, their attainment in science is well above average. Attainment is above average, compared with similar schools, for those reaching the higher level, Level 3, but when compared to all schools, results show that attainment is below the national average.
94. When compared to all schools the attainment of pupils reaching the expected level for 11 year olds in the national tests in 2003 was in line with the national average. The proportion of Year 6 pupils reaching standards above the expected level was well below the national average. However, when these results are compared with pupils in similar schools, standards are well above the average, and at the higher level, Level 5 they are average.
95. Teaching is consistently good with half of the lessons being very good. Teachers' planning shows that teachers have been thinking about the most interesting ways of ensuring that pupils recognise and understand the scientific topics under investigation. Teaching is brisk and allows the investigations to flow quickly, for example, by allowing, at this stage of the activity, pupils to draft their findings rather than get bogged down with the need to draw highly accurate and neat diagrams. Pupils talk with each other and are always encouraged to work as a team with different roles which enhances their personal, social and communication skills. Older pupils, who are now experienced in the way in which science investigations should be written up are allowed to write independently rather than strongly guided by their teacher. This style of teaching and recording of information strongly supports pupils' literacy skills development. From the earliest years, science activities generate excitement and a great deal of talking and recording of information. Much science involves measuring, sorting and classifying and promotes the use and therefore learning of mathematics, including the drawing and analysis of graphs.
96. Teachers use the vocabulary of science very well. They are also totally mindful of the progress of different pupils and circulate in lessons to observe, question and stretch pupils' thinking. Teaching shows that the different abilities of pupils are very well served through variations in tasks, resources and questions posed by teachers. Support staff also work closely and highly efficiently with slower learners in class and it is through constant conversations and the use of very good quality resources for the practical activities that pupils' achievements are high.
97. The leadership of science is very good. There has been a focus on improving resources specifically and has ensured that the teaching of science through investigations and experiments is consistently good and frequently very good across the school. Overall, there have been improvements since the last inspection, especially in the areas of investigational science, pupils' attitudes to learning and the quality of teaching and resources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- There have been significant improvements in achievement, standards, teaching and resources since the last inspection.
- There has been very good improvement in staff expertise through training and support from the ICT co-ordinator and ICT technician.

- By the end of Year 2 pupils are attaining above average standards in information and communication technology.

## **Commentary**

98. Standards in information and communication technology are above average in Year 2 and average in Year 6. This situation is a significant improvement over the unsatisfactory position at the time of the last inspection. All pupils, including those with special educational needs and those who are learning English as an additional language, are achieving well throughout the school. The main reasons for such improvements have been the huge improvement of resources, including a computer suite where pupils have frequent lessons where they are able to have exclusive use of a computer, but also through the use of interactive whiteboards in all classrooms, both used by teachers and pupils, and teachers' improved understanding and frequency of use of ICT with pupils.
99. Pupils access their work quickly and describe well how they have created, for example, pictures for their history topic on the Great Fire of London, using a range of drawing and painting tools. In conversations with pupils in Year 6 about their work, they explained how they use the Internet regularly for research and how they save information for topics in their own folders. They know how to use digital cameras and use their photographs as part of the presentation of their work.
100. Overall, teaching is satisfactory even though there were some lessons observed where teaching was good. Where pupils achieve well teachers build on pupils' understanding of the vocabulary they need to make good progress and check pupils' understanding of the task before setting them off on the computers by themselves. In one of the satisfactory lessons, although some pupils were competent enough to work out how to cut and paste text successfully, most pupils needed the opportunity to go through the process step by step with the teacher before setting off on the task. However, their approach was one of trial and error and consequently, there was only satisfactory progress. These lessons were supported well by the ICT technician and learning support assistants who are key to the success of pupils' learning of ICT.
101. The co-ordinator has very good subject knowledge and has worked very well with class teachers to develop their competence in using interactive whiteboards and in teaching the information and communication technology curriculum. His overall management of the development of ICT throughout the school has been good. His and the support of the ICT technician in lessons, and especially in the computer suite, has been central to the speed with which teachers have become more confident in their use of ICT with pupils leading to improved standards since the last inspection. However, whilst the resources in the school are extremely good, teachers and support staff are still learning how best to use ICT. This has had a highly positive effect on pupils in Years 1 and 2, but has yet to work through to the whole of Key Stage 2 to ensure even higher standards.

## **Information and communication technology across the curriculum**

103. Information and communication technology is used well to support learning in other subjects. In English, for example, pupils compose and individualise their writing by choosing different fonts and colours. In many lessons pupils use the whiteboard competently as part of the teaching and learning process. Pupils regularly search the Internet and use CD-Roms to get information for their history, religious education and geography topics. Computers are also used effectively to support pupils with special educational needs.

## **HUMANITIES**

Geography was not inspected because most geography is taught at another time during the school year and as a consequence the focus of the inspection in the humanities subjects became history and religious education.

## Religious Education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Very good teaching is leading to pupils' effective learning.
- The school has a well-resourced and enriched curriculum which supports pupils' learning very well.

### Commentary

103. Standards are broadly in line with that expected for pupils in Year 2 and Year 6. Teaching interests all pupils and allows all to take part in their lessons. This is also revealed in lesson planning which shows very good attention to the desire and need to include all pupils. Pupils are achieving well as a consequence of their positive approach to learning and interest in what they do, which is a product of consistently good teaching and very good quality curriculum.
104. The school offers pupils a very rich religious education curriculum. It gives pupils the opportunity to visit a wide range of places of worship in London and pupils benefit from the very good knowledge of members of staff and visitors from a range of different religious backgrounds. There are many well-resourced, high quality displays of religious artefacts in classrooms and in the corridors of the school which contain pupils' work.
105. In another lesson the teacher drew on the experience of his recent visit to Bangladesh when preparing pupils for a visit to a local mosque. In a further lesson a teacher linked the work on Christianity to drama. In each case pupils' were highly motivated and their interest ensured high levels of achievement. Teachers' thorough planning and skilful use of various approaches to teaching made the work interesting for pupils. Lessons have variety and very good quality resources, and these with high expectations ensure that learning is effective.
106. Subject leadership is good. The co-ordinator monitors provision by discussing issues with colleagues and seeks to ensure that there are good resources to teach the subject well. The teaching of religious education is based on national guidance because the locally agreed syllabus has not yet been distributed to schools. In addition, the head teacher monitors lessons and provides feedback to teachers and the co-ordinator. Findings from monitoring are used to develop the subject. The subject contributes strongly to pupils' spiritual and cultural development as do assemblies which are of a very good quality, are very spiritual occasions and provide pupils with opportunities to think about important issues and time to reflect and respond to the theme of the assembly. There has been a good improvement in provision since the time of the last inspection.

## Outstanding practice

*Teachers are very good at drawing on personal experiences and are very successful at using these to motivate pupils and ensure effective learning. In a mixed age Year1/2 class, the head teacher and the class teacher worked extremely well together to provide the pupils with a very meaningful and extremely interesting lesson. At the beginning of the lesson, the head teacher skilfully drew out the parallels in the lives of her grandparents growing up in Limehouse with those of the Muslim pupils who have recently arrived in Limehouse. They were fascinated and further drawn into the comparison through some large pictures of her grandparents. Throughout the lesson, links were made between different faiths in a way that was important and relevant to the pupils and adults in the lesson. The objective for the lesson was that the pupils would learn about the meal that a Jewish family shares on the Sabbath. There were excellent resources showing items for the table and the clothing to be worn by the mother and the father. Some pupils were able to role play the members of the family and sit at the table. This was a special lesson because the pupils learnt excellently from a Jewish person about a special time for Jewish families but were also encouraged to speak about and take pride in their own religions and think about the similarities between them. The lesson ended with pupils having the opportunity to sing a Jewish song, accompanied by the head teacher on her guitar, and to eat some of the special bread if they wanted to. The response from the pupils was exceptional in terms of their behaviour, interest and respect. They were and wanted to keep talking about what they had heard and learnt.*

## HISTORY

Provision in history is **good**.

### Main strengths and weaknesses

- Standards are above that expected for pupils at the end of each key stage.
- Pupils' achievement is good.
- Pupils benefit from an enriched curriculum which includes pupils making many visits to places of strong historical interest.

### Commentary

107. Since the last inspection standards have improved in Years 1 and 2 and are now above expectations. Standards in the Years 3 to 6 have been maintained and match expectations. Pupils are achieving well. In particular those in Years 1 and 2 have increased their use of skills to think about and explore people and activities of the past.
108. An excellent range of visits and visitors contribute strongly to ensuring that pupils want to learn. A visit to the Ragged School in connection with their topic on the Victorians brought the subject alive for Year 6 pupils. Other pupils learn well when teachers and learning support assistants act out the lives of historical characters. The school takes good advantage of the wealth of opportunity in terms of museums and other places of interest in London to support the history curriculum. There are also good links with other subjects. Pupils are given good opportunities to apply their English skills by, for example, writing a diary, completing some empathetic writing or through drama. They use the Internet regularly to research history topics and use word processing to present their work in an appropriate and interesting way.
109. Teaching is good and during the inspection ranged from satisfactory to very good. Teachers use a wide range of resources very well which stimulate pupils' thinking and help to ensure that they achieve well. For example, the interactive whiteboard was used well, to show pictures of the wives of Henry VIII in Year 5/6 and maps of Egypt in Year 3/4. Teachers question pupils well and give them opportunities to discuss their work and learn the vocabulary of history.
110. The subject is led and managed well. The co-ordinator monitors history through discussions with staff and pupils whilst it is the head teacher who monitors the quality of teaching and

learning in lessons. This joint approach to the way in which the subject is led and managed, supports the development of the subject. As a result pupils experience good history throughout brought about by good teaching, a consistency in the use of high quality resources together with additional stimulation from visits and visitors to the school.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design, music and physical education were all subjects inspected in depth, however, there was insufficient time to inspect design and technology as well as nearly all lessons occurring during the latter part of the week after the conclusion of the inspection.

### **Art and Design**

The provision for art and design is **excellent**.

#### **Main strengths and weaknesses**

- Pupils of all ages produce very high quality artwork.
- The school makes very good use of visiting artists to enrich the curriculum for the pupils.
- Major art projects are undertaken which result in very good learning across the curriculum.
- Pupils love art and know that it is important in their lives.
- The high quality teaching of art is very well planned and leads to rich experiences for the pupils.
- High standards of art and design make a strong contribution to a stimulating learning environment.

### **Commentary**

111. Art and design is a strength of the school and standards are very high. It is clear from first entering the school grounds that art is given a high priority. Exciting examples of sculpture, painting and installation set high expectations for the pupils. A carefully planned high quality art and design curriculum, together with excellent resources and excellent teaching, ensure that all pupils are given rich and varied experiences to which they respond wholly positively. They are encouraged to explore and develop ideas in a range of different media. They plan and design their products carefully so that the finished products are of a high quality. They evaluate and extend their work in imaginative and enterprising ways. For many pupils who begin their time at the school with very limited levels of capability and experience, the progress they make through the Foundation Stage and on into Key Stages 1 and 2 is excellent. Standards at the end of Year 2 and Year 6 are well above those expected nationally and this represents excellent achievement.
112. An excellent feature of the school's approach to art and design is the use made of external talent and expertise in the form of visiting artists. Some major projects have been undertaken with working artists and crafts people which have involved pupils in extending their experiences beyond the ordinary and engaging in the production of first rate exciting and innovative works. Such projects make very good links across the curriculum, create important opportunities for pupils' speaking and listening skills and develop a strong aesthetic sense.
114. Pupils talk eagerly about their art experiences. They refer to the work of famous artists such as Lowry and Van Gogh and intelligently discuss their styles. They express how much they learn from the hands-on experience of working alongside practising artists. Above all they recognise the importance of art in their lives and see themselves as being successful.
114. Art and design is an essential part of the school's approach to a rich and creative curriculum. The subject leadership of art is of a high quality. The subject leader ensures that all pupils are provided with innovative and productive experiences which are of great value in themselves but which also enhance learning in general. This represents a very good improvement on the standards and provision since the last inspection.



## Design and Technology

115. No judgement can be made on provision due to insufficient evidence gathered on inspection. Pupils report that they enjoy their design and technology lessons and often literacy lessons are used for writing the outcomes of their works. Pupils reported that they designed a house in history and a well for extracting water in Bangladesh. They construct their models and evaluated how well they turned out. All the elements of the design and technology curriculum are in place.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Standards of achievement are well above those expected for pupils of their age.
- Specialist teaching is very good and has had significant impact on pupils' achievement which is now very high.
- There is a rich and varied music curriculum.
- All pupils in Year 4 to 6 learn to play an instrument.

## Commentary

116. The school has a composer in residence and a music instructor and both use their musical expertise extremely effectively in teaching all classes in school. They have high expectations of what pupils of all ages can achieve and therefore they ensure that all pupils learn increasingly complex musical skills and knowledge as they move through the school. Music has also become a natural part of the way in which pupils assemble and celebrate aspects of their school, through good quality robust singing together with accompaniments of many kinds, such as the choir, recorder groups and the steel band. Pupils' achievements are excellent and standards by the end of Year 2 are above national expectations and well above national expectations by the end of Year 6.
117. Music features strongly throughout the school.. It is used very effectively in lessons to set a calm working atmosphere or to stimulate pupils' creativity during lessons. Although music is not the main focus in these lessons, pupils are informed of the composer, name of the piece and the content to increase pupils' knowledge and understanding of different types of music. Pupils feel they benefit from occasions when they listen to music in lessons and around the school. Pupils reported frequently how they "loved" music.
118. The teaching of music is consistently high throughout the school. Both music specialists have confidence to make their lessons vibrant and exciting. Music has a "buzz" which captivates the pupils. Lessons are "packed" with learning. In an excellent lesson, Year 3 pupils listened to the teacher play several pieces of music. The teacher then encouraged the pupils to describe what they heard. They quickly and eagerly described the tone, pitch and dynamics as "the music spreads out" "the time is repeated on top of itself" "the pitch is high or low". The teacher accepted these very good descriptions before introducing the pupils to the correct vocabulary. Pupils were then asked to listen to the quality examples of music from Beethoven through Ligeti and Pop and their response to this music was of highest quality.
119. The colourful music curriculum supports pupils' musical achievements well. In addition to class lessons, all pupils learn to play instruments in Year 4,5 and 6. This means that by the time they leave the school, many have very good skills in interpreting traditional music notation. All pupils are fully included in the many opportunities to take part in performances in and outside the school. Pupils' singing throughout the school is excellent and the school choir is quite rightly renowned in Tower Hamlets and beyond. The choir performs frequently in the community and they have been requested on many occasions to sing in venues such as

Canary Wharf, Unilever headquarters, Lloyds of London as well as the Barbican. This not only reflects the high quality of pupils' singing, but also such events have a strong impact on increasing pupils' confidence, self-esteem and knowledge of parts of central London.

120. Music is a strength of the school and the subject is very well led. There has been good improvement since the last inspection due to the infectious teaching and promotion of the subject by all staff in the school.

### **Physical Education**

Provision in Physical Education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils enjoy physical activity and put a lot of energy into their lessons.
- There is no school field and although the school has two halls they are both relatively narrow even though they are of a satisfactory length.

### **Commentary**

121. Standards overall are in line with national expectations at the end of Year 2 and Year 6. The approach to teaching physical education is one which ensures pupils have a maximum amount of time in lessons to be active and participate. Therefore, even though the halls are relatively small, teachers make good use of these as facilities for indoor physical education and pupils' achievement is satisfactory.
122. Teaching is satisfactory and teachers work hard to ensure that pupils know what the rules of learning are and know that the behaviour of any one or group of pupils can affect the learning of others. Teachers encourage positive behaviour, for example, by promoting both speaking and listening as well as physical education by ensuring that pupils demonstrate and explain skills such as throwing and catching.
123. Pupils achieve satisfactorily in lessons, mainly because they are involved and therefore have time to practise and refine their skills. Teachers and support assistants expect pupils to behave well and will frequently let pupils complete something before correcting and pointing out what is expected of them. This approach is working well and pupils become highly responsive, accepting responsibility for their and other's learning. In addition there is a good range of activities outside normal lessons, whether through organised events or through play in the well-resourced spaces that pupils use at break times, that make a significant contribution to pupils' developing abilities.
124. Pupils achieve better standards now than at the time of the previous inspection. The school overcomes the restriction of not having a playing field by teaching skills on the schoolyard. Pupils are enthusiastic and take in all techniques including fair play and sportsmanship. Subject leadership is satisfactory.

### **Personal, social and health education and citizenship**

Provision is **very good**.

### **Main strengths and weaknesses**

- Pupils' personal and overall spiritual, moral, social and cultural development is excellent.
- The high quality way in which the school raises pupils' self-esteem and confidence.
- There is a need to increase the opportunities available for pupils to take on more responsibility.

## Commentary

125. The school places a very high emphasis on pupils' personal development. There are opportunities embedded in all the work of the school to enable pupils to develop into confident, healthy and motivated individuals who want to learn and succeed. They benefit from an enriched curriculum that gives them many opportunities for learning beyond the school in terms of visits and visitors. They meet the school's 'partners' who include local businesses and professional men and women. The pupils take the many opportunities open to them to broaden their personal and social experiences, including the 'Reading Partners' scheme, 'Women in Dockland' competition, debating with the Cambridge Union and the opportunity to sing with a black gospel choir. These experiences also help to build their confidence to work amongst and talk with people of different backgrounds.
126. The provision for pupils' spiritual, moral, social and cultural development is excellent. The consequences of this provision are seen throughout the school, where the pupils work and play together in harmony and benefit greatly from the 'I can do' culture that pervades all the school's work. The programme for sex, drugs education is in place. The School Council is already working well. All pupils have the opportunity to contribute their views in class to their representatives. Changes have taken place in school as a result of the pupils' suggestions. These include better equipment in the playground and the opportunity for swimming lessons in Year 4. Pupils have good opportunities to report back to their classes. However, there are not enough opportunities for pupils to take responsibility for roles in meetings.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
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
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	1
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>1</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources no playing field	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
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).*