

INSPECTION REPORT

Kingsmead Primary School

Hackney, London

LEA area: Hackney

Unique reference number: 100250

Headteacher: Ms P H Okoruwa

Lead inspector: Mr A C Jolly

Dates of inspection: 22 - 24 September 2003

Inspection number: 260112

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:	231
School address:	Kingsmead Way London
Postcode:	E9 5PP
Telephone number:	020 8985 5779
Fax number:	020 8985 9775
Appropriate authority:	Governing Body
Name of chair of governors:	Ms C Sainte Luce
Date of previous inspection:	19/10/1998

CHARACTERISTICS OF THE SCHOOL

Pupils entitled to free school meals:	62.3% (well above average)
Pupils whose mother tongue is not English:	62% (very high)
Pupils on the register of special educational needs	43.8% (well above average)

Kingsmead Primary School is an average size school providing education for pupils aged 3 to 11, including 20 part-time and 16 full-time children in the nursery. The school is situated in the Kingsmead Estate in Hackney. There is a high level of deprivation in the area. Almost all the pupils come from four large blocks of flats in the immediate vicinity of the school. They come from a diverse range of ethnic and cultural backgrounds, the main ones being African, Caribbean, white Irish and white other. The local African population is increasing and there are a high number of travellers. Pupil mobility is a major issue for the school, for example, only 45 per cent of the Year 6 cohort in 2002 was at the school from Year 3. Pupils identified as having special educational needs have mainly moderate learning difficulties, social, emotional and behavioural needs and severe learning difficulties. Almost two-thirds of the school are boys. Attainment on entry to the nursery is very low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8750	A C Jolly	Lead inspector	English, physical education, English as an additional language, community provision
9275	C Cooper	Lay inspector	
30580	D Bateson	Team inspector	Information and communication technology, personal, social and health education and citizenship, design and technology, special educational needs
26405	C Bond	Team inspector	The Foundation Stage, art and design, music and religious education
19897	A Evans	Team inspector	Mathematics, science, geography and history

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REPORT CONTENTS

	Pages
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE	18
COMMUNITY PROVISION	19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	
AREAS OF LEARNING IN THE FOUNDATION STAGE	21
SUBJECTS IN KEY STAGES 1 AND 2	25
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kingsmead Primary School is a successful school, which provides **good** value for money. There has been a remarkable improvement in the standards attained by pupils in national tests just before they leave the school. The school is highly regarded by the local community. Pupils from a very wide range of different ethnic backgrounds are very well integrated into the school so that all pupils achieve well. The quality of teaching and learning is good overall and is very good for the oldest pupils, which has a direct impact on significantly better standards at the age of 11 than the age of seven. The leadership of the school is very good.

The school's main strengths and weaknesses are:

- The school is very well led and managed.
- Standards in national tests in Year 6 for English, mathematics and science are much higher than in similar schools.
- Pupils who speak English as an additional language make very good progress.
- The provision for pupils with special educational needs is very good.
- Standards in mathematics and science are above average by the end of Year 6.
- The school has a very good partnership with the community.
- Attendance is poor and too many pupils arrive late for school.
- Standards at the end of Year 2 are well below average in reading, writing, science and mathematics.

This is an effective school that has made good improvement since the last inspection. Standards have risen dramatically in the Year 6 national tests but standards in Year 2 in mathematics and science, which were below average in the last inspection, are still too low, as are standards in English. The quality of teaching is broadly the same but the leadership and management are now very good, which is an improvement since the last inspection. The curriculum is more balanced and ensures continuity and progression in pupils' learning. Curriculum coordinators are now monitoring the standards and provision in their subject better, particularly in the core subjects of English, mathematics and science. All acts of collective worship, the prospectus and the annual report to parents by governors now meet statutory requirements.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E*	D	C	A
mathematics	E*	E	A	A*
science	E	E	B	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*

Achievement overall is **good**. Children entering the nursery with very low attainment make a sound start in the nursery and progress satisfactorily in reception. Nevertheless, their attainment is well below average related to 4 of the 6 goals they are expected to reach by the end of reception, particularly for language and mathematical development. In 2002 the standards in the national tests at the end of Year 2 remained well below average in writing, mathematics and particularly reading. Standards are also well below average in science. Achievement is therefore barely satisfactory in Key Stage 1. Achievement in Key Stage 2 overall is very good. Pupils benefit from consistently very good teaching in Years 5 and 6, which ensure they make very good progress with their learning. By

the time pupils leave the school standards are at least in line with the national average in English, above the national average in science and above the national average in mathematics. When compared with the pupils' prior attainment, the mathematics results placed the school's performance in the top 5 per cent of schools nationally. The school's performance in English and science is also well above average when based on the pupils' prior attainment. This pattern of performance has been maintained in 2003. Standards in all other subjects, including religious education and information and communication technology are average. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils have a positive approach to learning and school life. Their behaviour is almost always satisfactory and often good, particularly for the older pupils who have good attitudes to work. The attendance level of pupils is poor and their punctuality in the morning is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good** overall. Teaching is **satisfactory** in the Foundation Stage and Years 1 and 2. It is **good** overall in Years 3 to 6. Considerable efforts are made to fulfil the learning needs of a very diverse range of pupils. Effective planning and well-focused teaching, especially in Years 5 and 6, ensure that the pupils' learning advances beyond what would be expected from their prior attainment. There is a good curriculum to stimulate pupils and effective guidance that ensures their learning needs are supported well. This is a caring school, which both meets the needs and celebrates the achievement of all its pupils. It is at the heart of its local community, aiming to work in partnership with both local agencies and parents. The positive ethos is the backbone for the good achievement of all its pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher has high expectations and vision that inspires a dedicated team of teachers and support staff. She benefits from helpful support from governors who fulfil all their responsibilities satisfactorily. The school has very effective systems, planning and routines.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed a high degree of satisfaction during the parents' meeting and on all matters identified on the parents' questionnaires. They are particularly impressed by the school's expectations, how they are kept informed and the quality of teaching and leadership. Pupils are also positive, saying they enjoy their learning and the activities provided in lessons and after school.

IMPROVEMENTS NEEDED

This school has a number of important strengths and standards have improved significantly for 11-year-old pupils. It now needs to focus on improving standards by Year 2.

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

- to develop pupils' phonic skills systematically so their standards of reading are higher by the end of Year 2;
- to have higher expectations of younger pupils' standards of writing and give them more opportunities to write fully;
- to develop pupils' ability to recognise and write number and mathematical symbols correctly;
- to improve the pupils' ability to record their work carefully in science in Year 2;
- to increase levels of attendance and of punctuality in the morning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good overall**. It is **satisfactory** in the Foundation Stage and Key Stage 1. In Key Stage 2 achievement is **very good**. Standards are above average in mathematics and science and average in English and all other subjects by Year 6.

Main strengths and weaknesses

- The school's rate of improvement in all three nationally tested subjects at the end of Year 6 is greater than the national trend.
- Above average numbers of pupils attain the expected and higher levels in national tests for mathematics and science at the end of Year 6.
- Pupils with special educational needs make very good progress.
- Pupils who speak English as an additional language make very good progress.
- Standards in reading, writing, mathematics and science are well below average at the end of Year 2.

Commentary

1. Standards are well below average in Year 2 in English, mathematics and science reflecting a slight improvement on the very low standards on entry to the nursery. However, pupils make very good progress in Key Stage 2 so that standards by the time they leave the school are average in English and above average in mathematics and science. Standards in all other subjects are average. All pupils achieve well over their time at the school.
2. Children enter the nursery with attainment that is very low. They are well supported throughout the Foundation Stage but only make limited progress in developing the key language skills needed to perform well across the curriculum in school in their early years. Most pupils attain the goals they are expected to reach by the end of the reception year in personal, social and emotional development and physical development, but not in other areas, particularly the key skills of literacy and numeracy.
3. In the 2002 national tests for seven year olds, standards were very low in reading and well below average in writing and mathematics. Results in the previous two years have been well below average in writing and very low in reading and mathematics. When compared with schools in a similar context, standards are average in writing, below average in mathematics and well below average in reading. Although the results for 2002 were an improvement from previous years, the early indications are that they have declined again in 2003. The school has recognised that the impact of very poor early language skills is not being counteracted sufficiently quickly.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	12.3 (10.5)	15.8 (15.7)
writing	12.9 (11.7)	14.4 (14.3)
mathematics	13.9 (12.7)	16.5 (16.2)

There were 30 pupils in the year group. Figures in brackets are for the previous year

4. The inspection judgements, based on a wider range of evidence than the tests, confirm that standards in reading, writing and mathematics are well below average. It is clear, however, that

pupils have formidable obstacles to learning, with the high level of mobility and very low early language development. Therefore, slow but tangible progress is made and pupils achieve satisfactorily overall by the end of Year 2. Pupils for whom English is not their first language receive very effective support, although their progress at this stage is slow. Pupils with special educational needs make good progress. Most pupils achieve satisfactory standards in information and communication technology (ICT). It was not possible to form a judgement on standards and achievement in religious education (RE).

- Standards in the Key Stage 2 national tests for 2002 are very impressive and reflect the rapid progress made by pupils in Years 5 and 6. The trend in performance has been upwards so that from being below average in 2000, measured by average points score, standards were broadly average in English, above average in science and well above average in mathematics. When compared with their prior attainment related to similar schools, standards are well above average in English and science and very high in mathematics. Less than half the pupils who took these tests were on the school roll in Year 3 and so the progress is all the more remarkable. Pupils from homes where English is not their first language performed better than the national average at both the expected Level 4 and the higher Level 5 in English, mathematics and science. Their progress is therefore very good. There is no clear pattern in the data to suggest underperformance by any ethnic group, including Travellers. Pupils with special educational needs make very good progress as a result of the careful planning and high expectations. Higher attaining pupils make good progress.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.6 (25.9)	27.0 (27.0)
Mathematics	28.5 (25.0)	26.7 (26.6)
Science	29.4 (27.3)	28.3 (28.3)

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

- The unconfirmed results of the 2003 tests for Year 6 were not as high as those in 2002. However, they continue to reflect significant progress since 2000. The inspection judgement for Year 6 confirms that standards in science and mathematics are above average. Standards in English are average, which reflects a significant improvement on standards in Year 2. Standards in RE and ICT are also average. Standards in all other subjects, where it was possible to make a judgement, are average. These judgements are very similar to the findings of the last report. The achievement of all pupils from Years 3 to 6 is very good overall, which is a major strength of the school.

Pupils’ attitudes, values and other personal qualities

Good overall. Pupils have positive attitudes to their work, and get on well with others. The provision for pupils’ spiritual, moral, social and cultural development is good. Behaviour is satisfactory overall and attendance is poor.

Main strengths and weaknesses

- Many pupils take a pride in their work.
- The school is a harmonious community where pupils generally get on well together.
- A significant number of pupils do not attend regularly and arrive late in the morning.

Commentary

7. Most pupils like school. In lessons they are generally interested in their work and motivated to learn. They respond enthusiastically especially when the work is interesting and the teaching is very good. In many lessons, pupils do their best and take pride in their work.
8. Behaviour in lessons and around the school is satisfactory and in Years 5 and 6 it is good. Most pupils understand the school rules and are clear about the standards of behaviour expected of them. In classes where teaching is good and teachers have clear expectations, the pupils behave well. Last year, four pupils were excluded for a fixed period. There were no permanent exclusions. In discussions with inspectors, pupils said that there is little bullying, racism or other forms of harassment. Appropriate procedures are in place to deal with any incidents that may occur.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	10	0	0
White – Irish	28	1	0
White – any other White background	25	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	23	1	0
Black or Black British – African	67	2	0
Any other ethnic group	6	0	0

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

9. Provision for personal development is good overall. This is one of the key areas of learning where pupils achieve well in the Foundation Stage. Pupils have a good understanding of right and wrong because the provision for moral development is good. It is promoted by the atmosphere in the school that is built upon respect for others. Many posters around the school reinforce teaching about how to treat others, what rights and responsibilities pupils have, and how to be a friend. Pupils show respect for people and property because teaching and non-teaching staff help them to understand what is acceptable. They have good relationships and treat one another and adults with respect because of the emphasis on the need to work and play well together. Moral issues are discussed in assemblies. For example, the current theme is living in the community.
10. The provision for social development is good because the school encourages good relationships between pupils and between pupils and adults. Although the pupils come from a variety of cultures and ethnic groups, they are respectful of each other's traditions and beliefs. A harmonious community has been created with due concern for feelings and values. Lessons encourage pupils to work together in pairs and to share ideas and resources. As a result the pupils co-operate and collaborate, sharing ideas, resources and equipment sensibly. For example, they share laptop computers in information and communication technology lessons. Residential visits and visits to places of interest all contribute to the provision. Pupils gain an

increasing sense of responsibility as they move through the school and undertake various duties. For example, they act as peer supporters on the playground and some have a role on the school council. Pupils are not always, however encouraged to develop their own ideas or encouraged to take responsibility for their own learning

11. The school's provision for spiritual development is satisfactory. It is mainly promoted through assemblies and religious education lessons where pupils are given the opportunity to learn about the beliefs and practices of the six major world faiths. Acts of collective worship now take place each day and enable pupils to have time for reflection. Opportunities to explore the spiritual dimension found in art, music, science and literature are limited.
12. The school's provision for cultural development is satisfactory. The school introduces multi-faith issues within religious education lessons. African singing and dancing represent the ethnicity of many of the pupils in school but other aspects of pupils' cultural knowledge and understanding are not promoted well enough through subjects like art, music and literature.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.6	School data	3.1
National data	5.4	National data	0.5

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

13. Attendance is poor, being consistently well below the national average. The incidence of unauthorised absence is very high and well above the national average. Although the headteacher has worked hard to raise pupil and parental awareness of the importance of regular attendance and punctuality, the procedures for monitoring attendance and punctuality and following up absence are not yet rigorous enough. The school does not routinely contact parents on the first day of absence. The slow rise in attendance levels since the last inspection shows that the variety of reward systems the school has introduced has had only limited impact. Many parents still have a relaxed attitude to the importance of regular attendance. Traveller pupils have low levels of attendance, which has a significant detrimental influence on the overall published attendance levels. Punctuality is unsatisfactory. A significant number of pupils arrive late in the morning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

Teaching and learning is **good** overall. They are satisfactory in the Foundation Stage and Key Stage 1 but good in Key Stage 2. Assessment is **satisfactory** overall with good features in English, mathematics and science.

Main strengths and weaknesses

- Teaching and learning are very good and sometimes excellent in the final two years.
- Members of the support staff make an effective contribution to pupils' learning in Years 1 to 6, particularly for those pupils with special educational needs or for whom English is an additional language.
- Assessment arrangements are effective in English, mathematics and science.

- The learning needs of able pupils are addressed very effectively by the time they are in Year 6 so they achieve well.
- There are sometimes too low expectations of what younger pupils can achieve.

Commentary

14. The quality of teaching is satisfactory in the Foundation Stage. There is good planning of teaching sessions that have a specified focus. Good positive relationships in both the nursery and reception classes provide a secure and caring environment where children are able to enjoy their learning. A tendency for adults to supervise rather than teach restricts opportunities to fulfil the learning objectives.
15. The quality of teaching in Key Stage 1 is satisfactory. The planning of work both for the long-term overview and the needs of daily teaching is consistently good. Pupils' learning is supported effectively by the clear ethos of welcoming all contributions and giving them equal value. The assessment of pupils' work is thorough, particularly in English, mathematics and science and the information provided is used to respond to the very wide range and varied needs of the pupils. An example of this is the very effective work with a Key Stage 1 nurture group, composed of pupils who need specific support for their behaviour when learning. They are given help for four mornings a week for up to four terms. The teacher associated with this group gives very good support and, by giving the pupils specific targets and very clear feedback on the progress they are making, reduces their difficulties. A learning mentor also gives effective support to pupils who are not well motivated to learn in class.
16. There is very good support for pupils for whom English is an additional language so that their early language difficulties are almost totally overcome by the time they leave the school. The very good progress in learning of pupils with special educational needs is a result of careful planning for individual targets, high expectations and good teaching. The support given to pupils by the whole staff both individually and in groups is consistently very good.
17. The quality of teaching is good overall in Key Stage 2. It is very good and occasionally excellent in the final two years of the school. This has a direct impact on the accelerated progress in pupils' learning, which produces impressive standards, particularly in science and mathematics, by the time they leave the school. The high quality teaching helps to motivate the pupils to work hard and challenges them to improve. They make significant gains in skills, knowledge and understanding. One very noticeable effect of the teaching is the good achievement of higher attaining pupils. Their performance in the Year 6 national tests is far above what would be expected in similar schools.

Example of outstanding practice

The excellent Year 5 English lesson on converting dialogue into prose clearly exemplifies why standards have improved dramatically in the school by the end of Year 6.

A very lively introduction featured highly effective use of an interactive white board so that the different elements of the lesson were introduced both rapidly and visually. Quick-fire questioning was used to confirm understanding. There were frequent opportunities for pupils to discuss their work in pairs but these were timed precisely for very short periods so that the pupils were purposeful and focused on the task. The wall displays were full of guidance on how to learn effectively. The teacher had excellent awareness of the whole class and was vigilant for even the slightest loss of concentration. Although the same pupils were measured as well below average in national tests two years earlier, they were almost all attaining the expected level for their age as they converted dialogue into prose. Activities were tailored to different abilities and all pupils were motivated to do their very best by the high expectations held by the teacher. Relationships were excellent as the teacher, support teachers and the pupils worked towards the same objective of maximising their achievement.

18. The very good and excellent teaching is characterised by the rapid pace of the lessons and the ability to absorb all pupils in the learning process. In an excellent mathematics lesson with Year 5 pupils, a very brisk mental mathematics session used flashcards in the wrong order to help pupils with a quick recall of the seven times table. The very dynamic style motivated pupils to develop their skills of observation and listening.

19. There are potentially significant barriers to learning in the high mobility rate of pupils, their poor attendance and their low level of language skill on entry to the school. The learning needs of newly arrived pupils are identified quickly and good strategies put in place. The low level of attainment on entry is clearly recognised by the school and, although progress is slower in the first four years at school, the basic foundations for both numeracy and literacy are established in Years 1 and 2.
20. One of the key features of the quality of teaching is the level of the teacher's subject knowledge. This strength influences the above average standards in mathematics and science at the end of Year 6 and is a feature of the leadership of information and communication technology. Less effective teaching is characterised by isolated weaknesses in teachers' subject knowledge in geography and basic English grammar.
21. The school has a reflective staff, who benefit from their own involvement in mentoring and the very good programme for professional development. The pupils' learning is given prominence, as those in their final year testify. They are motivated to attend extra classes in large numbers on Saturday and clearly want to do their best. There is an atmosphere of industry and commitment with older pupils, which is a reflection of the whole-school approach to stimulating learning. The teaching is clearly linked to the needs of different groups; the higher attainers receive constant challenge in Years 5 and 6 and those needing help are given very good support throughout the school. The very good management of pupils underpins the learning process. This strong emphasis on learning ensures all pupils achieve well.
22. Although there is only a small amount of unsatisfactory teaching, centred in Year 2, the tendency to expect too little of pupils, both in the pace at which they work and the standards expected, is a characteristic of a larger proportion of teaching in both Years 1 and 2. This is one of the key reasons for the well below average standards in literacy and numeracy.
23. There are good systems to assess pupils' progress in English, mathematics and science. However, the marking of pupils' work needs to be more consistent and assessment more rigorous in a number of other subjects, specifically, history, geography and information and communication technology. Pupils report that they receive regular homework and this is broadly appropriate.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (9%)	4 (13%)	10 (31%)	13 (41%)	2 (5%)	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.

The curriculum

The quality of the curriculum is **good**. Extra-curricular provision is **good**, enriching the pupils' learning.

Main strengths and weaknesses

- Very good quality of access and opportunity for all pupils.
- Very good provision for pupils with special educational needs and English as an additional language.
- Very good provision for personal, social, health and citizenship education.
- More reference books are needed for the library.

Commentary

24. The school offers a broad curriculum, which caters for the interests and needs of all the pupils and which prepares them well for secondary school. Careful planning ensures that the pupils have opportunities to make progress in their learning from one year to the next as they move through the school.
25. The school meets statutory requirements for all National Curriculum subjects. It emphasises the performing arts as being an important part of the curriculum and it has attracted funds to support learning in this area. There is an annual four-week focus on art and design, together with design and technology. There is extra tuition in steel pans and African drumming and dancing.
26. The national strategies for literacy and numeracy are implemented progressively well. Planning in other subjects has improved since the previous inspection. A clear curriculum framework supports this planning and ensures a smooth transition in learning from the Foundation Stage to Key Stage 1 and on into Key Stage 2. The curriculum ensures that all pupils, including those with special educational needs and those for whom English is an additional language, can benefit from what the school has to offer. Its ethos is based on a strong commitment to ensuring equality of access and opportunity for all pupils. The school constantly evaluates the curriculum, so that improvements are made when necessary.
27. A wide range of well-attended activities provides good opportunities for the pupils to learn outside normal lessons and to participate in clubs that promote their enthusiasm in sport, the arts and in other interests. There is a school choir and there are clubs for gardening, art, drama, steel pans, chess, football, netball and tag rugby. Regular homework in English and mathematics provides opportunities for the pupils to consolidate learning and to practise skills. A twice-weekly homework club provides opportunities for the pupils to do this work in school. The teachers enrich learning through worthwhile visits to places such as central London, the British Museum, the Science Museum and art galleries. The older pupils benefit from a residential visit to Kench Hill.
28. The school is well staffed to meet the requirements of the National Curriculum. Experienced coordinators lead English, mathematics and science. There is a high level of support staff, which contributes well to pupils' learning, particularly in Years 1 to 6. They are a key element in the very good provision for pupils with special educational needs and those who speak English as an additional language.
29. The accommodation allows the curriculum to be taught effectively. Its main strengths include a good-sized hall for physical education and an enclosed multi-purpose games area outside. Access to the first floor classrooms would be difficult for pupils with severe mobility problems. Whilst the building does provide a stimulating learning environment, some parts of the exterior are in need of repainting. There is an ongoing project to make more use of the school grounds and the environmental garden. The accommodation in the nursery is also cramped.
30. There are adequate good-quality resources to support teaching and learning in all subjects. Much money has been spent recently on purchasing non-fiction books for the library, but the school recognises that the range of these books needs to be developed further.

Care, guidance and support

Provision is **good overall**. Effective action is taken to promote pupils' care, welfare and safety and valuable support, advice and guidance are given based on good monitoring processes. Notice is taken of pupils' views, particularly through the influence of the school council.

Main strengths and weaknesses

- Child protection arrangements are good.
- Induction arrangements for new pupils are good.
- Pupils are not involved enough in their own assessment and target setting.

Commentary

31. The school creates a caring, supportive and secure environment that ensures pupils' welfare, health and safety and supports their learning. The headteacher is the designated member of staff for child protection and has a high level of awareness of the role. Good systems ensure that members of staff are aware of pupils with specific medical needs. There is an appropriate number of staff qualified to administer first aid but day-to-day accidents are not recorded. Health and safety requirements are fully met. Regular checks of the site and premises are carried out and appropriate action is taken where needed. However, the work is not systematically documented. Access in the school for the disabled is not easy.
32. The school provides a high level of support and guidance for its pupils. Members of staff are aware of the pupils in the class who have specific needs and are experiencing personal difficulties. The clear, structured procedures for monitoring progress ensure that teachers are able to respond to pupils' individual needs and to provide well-targeted support, advice and guidance. Achievements and good work are rewarded on notice boards, for example the Golden Tree, and in the weekly celebration assembly. Valuable support for individual pupils to help them build their self-esteem is available from the learning mentor and the school counsellor. The personal, social and health education programme makes another strong contribution.
33. The school ensures that pupils starting school other than at the start of term are made to feel welcome. New pupils benefit from the low pupil-adult ratio that enables their needs to be identified quickly. As a result, recently arrived pupils, including those new to the country, with special needs and Traveller children, settle well into school routines and achieve well by the time they take the national tests in Year 6.
34. Pupils' involvement in the school's work and development is satisfactory. The school council allows a small number the opportunity to put forward their ideas on how to improve the school facilities. Peer supporters allow a small number of pupils to help others. Pupils are not yet sufficiently involved in assessing their own work or evaluating their own achievement and there are no systems that enable them to discuss or set their own targets.
35. Pupils who completed the questionnaire generally expressed positive views about the school. A small number expressed concern about some aspects of life in the school, particularly behaviour and the lack of someone in school they could talk to. In discussions with inspectors, however, they spoke more positively.

Partnership with parents, other schools and the community

Provision is **good** overall. Links with the community are very good and they are good with other schools and colleges. However, the links with parents, although satisfactory, are less strong.

Main strengths and weaknesses

- Parents have very positive views of the school.
- Links with the community are a major strength.
- Parents do not respond well to workshops.

Commentary

36. Parents who attended the meeting, together with those who responded to the questionnaire, were supportive of the school and what it offers their children.
37. The school's links with parents are satisfactory. It has worked hard to make parents feel comfortable and welcome but most have little involvement in school life. There is no Parents Association. Parents willingly support the annual international evening by providing food. A small number attend the family group for mothers and toddlers held in the school three afternoons a week, and the Turkish parent group each week. There are very strong links with the Traveller Service which aids liaison with traveller parents. There is no regular home school reading scheme but a homework club enables pupils to do homework in school twice a week. Parents often find it difficult to help at home because of their own poor command of English. Parents of Year 6 pupils, however, support their children's learning by ensuring they attend the Saturday classes held before the statutory tests. The school has made satisfactory efforts to ascertain parents' views on relevant matters.
38. Overall, the information provided for parents is satisfactory. Most documents are in English as there are no facilities to routinely translate information into the languages understood by many parents in the school. The school, however, does endeavour to organise interpreters at meetings. A newsletter each month provides parents with information on what is happening in school and each half term parents are given information outlining the work to be covered. Curriculum focus events are not a regular feature, but the school has planned a workshop in mathematics for later in the year. Meetings each term give parents the opportunities to discuss their child's progress. The number of parents attending these meetings has increased but they are still not well attended. Annual written reports have improved but still lack detail on strengths and weaknesses, particularly for the foundation subjects.
39. Very good links have been established with the community. The school regards itself as a community school and has invested much time and effort into developing wider links. An after-school club and a breakfast club are provided although only a small number of pupils attend. Pupils have benefited from a new school uniform funded by Kingsmead Housing. A city company organises staff to hear pupils read each week. Trips to the British Museum and National Gallery and visitors to the school, such as an artist, make a positive contribution to pupils' learning. Pupils participate in the Hackney festivals of music and dance. A Gospel choir teaches singing.
40. There are good curricular links with the local secondary school, for example in affording access to after-school gymnastics and kwik cricket at the secondary school. The learning mentor, now funded by Excellence in Cities, has played an important role to ensure pupils make a smooth transfer to the next stage of education and it is hoped this will continue. The school is actively involved in supporting trainee teachers in both the initial teacher training programme and graduate training programme.

LEADERSHIP AND MANAGEMENT

Very good overall; leadership and management are very good and governance is satisfactory.

Main strengths and weaknesses

- The school has won a number of awards for its performance.
- The headteacher has vision, high aspirations and a very strong sense of purpose.
- The leadership of key staff is very good.
- There is a shared commitment to improvement and high ambition.
- The continuing professional development of staff is very good.

- The governors give willing support but need to develop their monitoring role further.

Commentary

41. Very good leadership by the headteacher, ably supported by key staff, has been the driving force behind a remarkable improvement in the standards achieved by pupils by the time they leave the school. Low national test results in Year 6 have been overturned in two years, so that they compare well nationally, and exceptionally well compared to similar schools. The headteacher has refused to accept that the early language difficulties and ethnic diversity of the pupils should be any barrier to high achievement. She has built around her a team of senior staff members who are committed to the same vision and are imbued with the same strong sense of purpose. The school has won School Achievement Awards for the last two years and is a dynamic, well-integrated, multi-racial community.
42. The deputy headteacher gives very effective support. She is a very good role model for pupils with her earnest approach to learning and commitment to high standards of behaviour and achievement, especially in mathematics. The special educational needs coordinator plans very well, ensuring all the necessary documentation is kept and that individual education targets are integrated into classroom planning. There is very good deployment of staff to support where there is most need and to ensure that pupils have the right level of support without becoming reliant upon it. The monitoring of the teaching of special needs is an integral part of lesson observations, given the high numbers of pupils with special needs. There are good systems for identifying staff needs and for relating those to pupils' needs, for example, two teaching assistants have recently been on a speech and language course.
43. The school development plan is much better than at the time of the last inspection. There is a long-term strategic plan, supported by clear annual operational targets. Some of the targets are very precise, but others are less so. The members of staff responsible for carrying out the task and for monitoring it are not always clearly identified.
44. The governing body acknowledges that it is at a developmental stage and the chair and vice chair has been very recently appointed. Governors have a clear understanding of the strengths and weaknesses of the school and a clear insight into its history and the nature of the area. They recognise that their monitoring role needs to be increased so that they can give stronger support to the leadership team.
45. The members of staff have almost totally changed since the last inspection and the headteacher and governors have been very effective in appointing high performing individuals who have been deployed in key roles to their best effect. The school is resourceful in developing their skills. Performance management systems have been used effectively to bring about improvement and the induction of new staff is very good. The school is committed to continuing professional development, has strong links with a higher education institution and provides much valued mentoring advice and support. The headteacher has also supported other local schools in challenging circumstances.
46. The headteacher and governors have been pro-active in obtaining funding from a range of sources. This ensures the school's income for each pupil is well above average. The school places great emphasis on securing a low number of children to adults in groups. Thus teaching groups are much smaller than are generally found, which has a beneficial effect on standards. The leadership of the school epitomises the ethos of 'learning for all' and all pupils are given the same high expectations and support whatever their background. The support given to pupils for whom English is an additional language and to Travellers is consistently very good. The school is geared up to receive pupils at short notice, identifying their needs quickly and placing them in small groups to receive individual attention as necessary.
47. Analytical assessment procedures give the school a clear insight into what the pupils can do and help staff to set clear targets. The school welcomes visitors, appreciating the external

perspective and also making others aware of its achievement. The local community and The Learning Trust are fulsome in the praise of what Kingsmead Primary has achieved.

48. The school recognises that much still needs to be done in raising pupils' standards in Year 2 and that remains a critical weakness. However, very good leadership and management have transformed the school in the last two years and is well placed to continue that improvement. Although the school receives a high income for each pupil, it is providing good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	790,656.	Balance from previous year	72,758.
Total expenditure	839,913.	Balance carried forward to the next	23,501.
Expenditure per pupil	3,635.		

OTHER SPECIFIED FEATURES

What is the effectiveness of the provision for pupils with English as an additional language?

The provision for pupils with English as an additional language is **very good**.

Main strengths and weaknesses

- Very good joint planning between teachers and support staff.
- Pupils achieve very well by the end of Year 6.
- Very effective support provided by support staff.
- Results are less impressive in Year 2 national tests.

Commentary

49. The school receives significant funding from the Ethnic Minority Achievement Grant (EMAG). The high standards attained by the end of Year 6 by the pupils for whom English is not their first language are an accurate testimony to the very good value the school provides from this funding.
50. Kingsmead is a multi-cultural, multi-ethnic, multi-faith, multi-racial school. Sixty-two per cent of the pupils speak English as an additional language and between them speak over 30 other languages. At the heart of the school's approach is the recognition that the pupil's heritage language is important and that English is learnt as an additional rather than replacement language. This is the key to the integration of this diverse school population.
51. In the national tests in 2003, 81 per cent of pupils achieved the expected Level 4 and 46 per cent the higher Level 5 in English, while 87 per cent achieved the expected Level 4 and 57 per cent the higher Level 5 in science. As a group their achievement is very good by the time they leave school and a testimony to the very good provision. However, links with parents are barely satisfactory and attendance is poor. These areas need to be targeted for the youngest pupils to improve their language acquisition earlier so that the test results at the age of seven are better.
52. There is very effective joint planning between mainstream and specialist Ethnic Minority Achievement staff. All pupils follow the same National Curriculum but activities are carefully sought to enable pupils to develop the language skills they need.

53. All pupils are assessed within two weeks of arrival at the school and new nursery and reception children within six weeks of their entry into the classroom. This informs the decision as to who will join focus groups for targeted support. The school has a highly mobile population and thus close links are established with the Traveller Support Team and these pupils are tracked carefully to try and minimise any underachievement.
54. The teaching and support are given with great sensitivity so that pupils' own motivation is developed. Their learning is fostered by the clear identification of their needs. The pupils are appreciative of the support they receive and are highly committed to developing their own learning.

What is the effectiveness of community provision?

The community provision is **very good**.

Main strengths and weaknesses

- The school houses many activities to support its community.
- The school effectively meets its pupils' wider needs.
- The school has good local links for professional development.

Commentary

55. Kingsmead Primary School's location in the centre of its community is not purely geographical. The school is committed to the concepts of lifelong learning and meeting the needs of its community.
56. It has been highly resourceful in obtaining funds to enhance its provision, which can also be used by community groups. A large all-weather playing surface was funded by Sport in England. A building for community use will shortly be completed. Part of the funding for the learning mentor, who supports disaffected pupils most effectively, comes from the Single Regeneration Budget. Similarly, the Single Regeneration Budget funds the school counsellor.
57. The school is based in a Sure Start area and plays a crucial role in fostering a secure start to children's education by giving social skills a high priority. The school receives financial support from a local company to introduce school uniform but has also enlisted it as a partner in its business plan to promote the community use of its facilities for sport and arts.
58. The school welcomes the community to enhance its work. It has been involved in the Hackney Festival of Dance and the Hackney Festival of Singing. It similarly seeks to provide opportunities for its school community. For example, it links with the Hackney Marsh Partnership to provide work placements for parents.
59. A small number of pupils take advantage of the Breakfast Club facilities each morning. The Home School Liaison Officer supports a family group two afternoons a week and toys are provided for the children to play with. An outside group currently provide after school care but the school is aiming to do this itself. The school is planning to be an extended school and is aiming to have provision from 8.00 a.m. to 6 p.m. This is all indicative of the school's commitment to improving links with parents, but it has not yet received the positive response it deserves.
60. The school is highly committed to professional development and establishing local links. Several members of staff have delivered sessions for initial teacher training, particularly mentor training. The school has worked with the London Metropolitan University to produce training material and mentoring support for The Learning Trust in Hackney and six other local education authorities. It has already been part of the Graduate Training Programme.

61. In this way Kingsmead Primary has both the inward focus and the external links to act as a highly effective influence on its community. Many representatives of the community commend most highly the work the school does, particularly identifying its work to support disaffected youngsters and those in transition from primary to secondary school, who are at risk of dropping out of mainstream provision. They stress that the process of identifying and formulating priorities has not taken place in isolation. Kingsmead Primary School has involved external organisations, consulting with them to ensure minimal duplication, so that new initiatives dovetail with existing projects. In this way their benefits are maximised.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

62. The school continues to make satisfactory provision for children in the Foundation Stage. Strong and positive relationships in both the nursery and reception classes provide a secure and caring environment where children are able to develop their learning happily. Attainment in the key areas of language and mathematical development is very low for many children on admission, but most make rapid early progress in social and physical development. However, the majority of children are unlikely to achieve the expected levels of learning for five year olds in other areas by the time they leave the reception class.
63. The quality of teaching is satisfactory overall. The teachers have good knowledge of areas of learning for this age. There is an ethos where all pupils are welcomed and their needs identified quickly. This ensures pupils apply themselves to tasks well and work productively. However, the allocation of responsibilities to the many adults in the classrooms does not enable the school to make the best use of the children's time. Focused teaching sessions are well thought out, but free choice activities lack structure. There is a tendency for adults to supervise rather than teach, thus not capitalising on valuable opportunities for learning. Activities are clearly planned, but learning outcomes are not always specific. Many children follow the same routine and choose the same activities every day, with little opportunity to develop learning in other areas. Greater focus could be given in planning to the suggestions contained in the national early learning goals guidance for children in the Foundation Stage.
64. Effective assessments are made of children's progress against the national profile outlines, but a system for recording these is undergoing review to make them more manageable. There is very good support for children with special educational needs, and for the many children whose first language is not English so that they make good progress, related to their very low standards on entry. Each class provides a wide range of equipment, but much of it is shabby. Accommodation for both classes is cramped, and better use could be made of available indoor space in the nursery. Outdoor play areas are secure, with a variety of interesting resources that are mainly for nursery children. Some of the equipment is given very limited use, and is not always sufficiently supervised.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are good induction procedures.
- There is a warm and welcoming environment where children feel safe.
- Independence and self-help are emphasised
- There are opportunities for children to explore activities, stimulating curiosity and learning but sometimes the lack of adult intervention in activities restricts children's opportunities to develop relationships and solve problems.
- Play routines lack the necessary structure to promote excitement and challenge.

Commentary

65. Good teaching enables children to achieve well in this area, so that by the time they move to Year 1, many will have reached the expected levels of learning. The warm and welcoming atmosphere provided in the Foundation Stage classrooms enables children to settle quickly into the school day. There are good induction procedures for new children, which parents

appreciate. In both classes, children enjoy coming to school, and relate easily to each other and to adults. Most are very confident and play well together. They have already learned to share, and take care of each other. Some adults are good role models in the use of language, taking every opportunity to promote appropriate vocabulary and to ensure understanding. Many children show good concentration, but several, particularly older boys in both classes, are not sufficiently encouraged to choose more widely, or to persevere in a wider variety of activities. Behaviour is generally good, once children have learned the routines.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good listening opportunities as adults converse with children in structured activities, valuing their contributions.
- There are good opportunities for children to interact with each other.
- The good relationships encourage children to share conversation and ideas freely.
- There is a regular exchange of home reading books.
- There is a lack of consistency in the teaching of reading.

Commentary

66. Progress is satisfactory, particularly in the development of language skills, which reflects the satisfactory teaching. However, children's key skills in using language are not sufficiently developed, so that the majority are unlikely to achieve the expected level of learning in this area. Teachers use talk to good effect throughout the day, encouraging conversation. Not all support staff are skilled in this, however, missing many opportunities to guide children's thinking or to introduce new concepts that move learning forward. Organisation of the reception class ensures that small groups of children have effective opportunities to talk with adults during planned activities but at other times adults are observing or watching for long periods as children play. Nursery members of staff join in activities sometimes but do not always place enough emphasis on developing skills of speaking.
67. There is a good emphasis on writing skills in both classes, with effective adult support at times. Several children in the reception year are able to copy their teacher's writing, and by the time they leave the class can recognise most letter sounds and names.
68. All children take home a book bag, but there are no reading diaries to encourage parents or carers to support their children at home, and no guidance on how they might do this. Nevertheless most children know the purpose of print and are able to point to the words as they 'tell' the story from picture clues.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for counting, related to experiences.
- There is a wide range of equipment for the development of interest in numbers, measuring and shapes.
- There is good achievement in the development of number writing in reception.

- The learning intentions are unclear in free play activities, when adults are not teaching specific concepts.

Commentary

69. Children make satisfactory progress overall, but only the higher achieving pupils are likely to achieve the early learning goals in this area by the end of the reception year. Teaching is satisfactory. There is good emphasis in both classes on counting and number recognition. Reception children achieve well in the development of number writing and the value of each number up to 10. Children's achievement in the use of mathematical language is less well developed, however. They enjoy mathematical activities in both classes, for example, carefully counting train trucks and discussing how near or far an engine needs to be. Best use is not always made of opportunities, however, particularly when children might be encouraged to think about the mathematical content of situations and work out solutions for themselves. Where children pose a problem, teachers help them to think it through effectively, but such situations are always at the behest of the children. They are not planned and less experienced adults are not sufficiently briefed on how to respond to such opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum is varied and stimulates curiosity and learning.
- There is enthusiastic and effective teaching of structured activities in both classes.
- There is a wide range of equipment for practical activities.
- The teaching in the reception class sometimes lacks sufficient pace.
- There are not sufficient opportunities to use the outdoor area.

Commentary

70. Teaching is satisfactory overall and children make sound progress. Adults involve children well in some exciting and stimulating activities that help to develop an appreciation of the world around and how it works. However, many children lack the language skills to use this knowledge effectively before they leave reception, and are unlikely to achieve the expected levels of learning in this area by then.
71. Many children enter the nursery with limited experiences of learning in this area. Planned activities such as cutting, squeezing and tasting lemons, or studying photographs of themselves as babies, are used well to provide children with opportunities to build up their knowledge, and to see the world from different viewpoints. Children in both classes use computers confidently to draw patterns, although their mouse skills are still very limited. Reception children are growing carrot tops and know that each one will produce green shoots. Opportunities to use the outdoor area in the nursery for developing learning have not been well used, however. Parts of the area are unkempt, disregarded by the children except as an additional area for riding bikes. This gives children an inappropriate attitude about looking after their environment.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a good variety of wheeled toys and challenging climbing equipment.
- Appropriate sand, water and creative equipment are provided.
- There is an effective emphasis on developing children's independence.
- There is too little checking of children's choice of activities.

Commentary

72. Many children have well developed physical skills for climbing and pedalling, with ample opportunity to use these in both classes. There are also good opportunities provided to develop children's manipulative skills when writing or using tools effectively. Progress is satisfactory, and most children are likely to achieve the expected levels for learning by the time they leave the reception class. However, children's attainment could be further improved by the greater involvement of adults in these activities.
73. Children in both classes have daily opportunities to play outside in the purpose-built outdoor areas, which they greatly enjoy. The areas are not adjacent to each other, and reception children have no access to the wider range of equipment in the nursery area. The equipment in the reception area is very limited. In both classes, a group of boys always chooses to ride the wheeled toys, spending most of any free choice sessions improving their skills of control and awareness of others. Occasionally they join in other activities such as chalking on the hard surface, but many of these sessions are very brief.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There are well-stocked and interesting role play areas.
- There are good opportunities for personal expression in painting and model making.
- There is imaginative use of materials for learning through senses.
- Pupils' perseverance and concentration are limited.

Commentary

74. Standards are below average and only the higher attaining children are likely to achieve the expected levels of learning by the time they move to Year 1, as many children still find it difficult to use their language skills effectively in imaginative activities. Teaching is satisfactory overall, but would be improved in some of the children's activities by more adult involvement. Nursery children, particularly the girls, play very co-operatively in the role-play areas. They replicate routines from home, and talk about the different items of food required from the shops. Reception boys show similar good communication when organising a train track. Concentration and perseverance are limited, however, without an adult to make suggestions about how their game might proceed. When this does happen, for example when a teacher involves a group in a telephone conversation about who might be visiting them tomorrow, concentration is focused and imagination takes over. This was also evident when nursery children were mixing red food colouring into corn flour, with delightful results that amazed everyone by its feel and outcome. Newly admitted children were drawn straight to the painting easels, to create a portrait of 'mummy' prior to her return. This was well supported by adults, and was key to the successful integration of the new children into the nursery environment that morning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The teaching in the final two years is very good and sometimes excellent.
- The standards of attainment in national tests in Year 6 have improved significantly and are well above those found in similar schools.
- All pupils achieve well by the time they leave the school.
- The subject is well led with a clear focus on raising standards.
- Pupils' standards of reading are well below average by Year 2 as a result of their poor understanding of letter sounds.
- The expectations are too low for pupils' writing by Year 2 so that standards are well below average.

Commentary

75. Standards are average in Year 6 but well below average in Year 2. This would indicate standards are similar in Year 6 to the findings of the last inspection, although it is clear that the results in national tests are far higher than at that time and have risen at a much faster rate. Standards have fallen in both reading and writing in Year 2.
76. Pupils join Year 1 with standards in literacy that are well below average and have not achieved this key early learning goal. Standards two years later remain well below average so achievement is barely satisfactory in Key Stage 1. By the time pupils leave the school, however, standards are average, which reflects rapid progress in their learning in the final two years. Achievement in Key Stage 2 is very good.
77. Pupils in Year 2 have a poor understanding of letter sounds, which reflects the lack of a systematic programme to develop this key aspect for reading. The school has recognised this weakness and is introducing a major new development with support from an external consultant. The difficulties with reading are compounded by the relatively low level of support given to pupils with their reading at home. Standards in reading improve in the later years as a result of the sustained support given to pupils in school and the oldest pupils often read fluently and expressively.
78. Standards of writing in Year 2 are also well below average. There is insufficient emphasis on moving pupils from writing simple words to a sequence of sentences and expectations are too low. The teaching in Key Stage 2 has a clearer focus that ensures pupils have greater opportunities to write at length with a wide range of tasks. By Year 6, the pupils' writing often demonstrates vivid imagination and a satisfactory command of a wide vocabulary. Standards are average, which reflects rapid progress.
79. The major determinant of the varying rate of progress is the quality of teaching. Whereas teaching is generally satisfactory in Years 1, 2 and 3, it is consistently very good from Years 4 to 6. An excellent lesson in Year 5 was characterised by a lively pace and high expectations that enhanced the pupils' learning. In the final two years pupils are highly motivated to learn. They talk about how they want to do well and the oldest pupils voluntarily attend extra classes on Saturday mornings to improve their learning. The very good relationships and class management ensure pupils work productively. In Year 6, there is a very calm atmosphere for learning. Plenty of opportunities are taken for pupils to discuss what they are learning but these are always for a short timed period so that the pace of the lesson doesn't flag.

80. Standards of achievement in speaking and listening are satisfactory in Year 2 and good in Year 6. Good opportunities are taken for speaking and listening generally, but this is particularly marked in Years 5 and 6. Discussing 'You tell me' by Michael Rosen, the teacher of Year 6 asked, "How does the poet use language?" There was a short paired discussion before a pupil responded "He is using numbers to perform the role of language" and his partner replied, "He is playing games with our minds, he is overturning our expectations".
81. Pupils with special educational needs make very good progress throughout the school. A significant proportion is identified because of their early difficulties with literacy. Good teaching, effective group and individual support and a positive 'can do' attitude where all pupils are seen, and encouraged to be seen, as learners, sustain them. There is no clear pattern of underperformance by gender, although boys performed less well in the recent Year 6 national tests. Higher attaining pupils make significant progress in Years 5 and 6 and good progress overall from Years 2 to 6.
82. Over a half of last year's Year 6 cohort spoke English as an additional language. It clearly takes time for them to acquire the necessary language skills needed to respond to tests, so their results are low in Year 2. In Year 6, 81 per cent of these pupils attained the expected Level 4 and 46 per cent achieved the higher Level 5, both figures well above the national average. Pupils for whom English is an additional language are therefore making very good progress.
83. The subject coordinator is providing good leadership. Assessment and recording arrangements are good. There is a shrewd analysis of previous test performance to maximise the achievement of pupils by the time they leave the school. The weaknesses in spelling, writing and reading by Year 2 have all been identified but now more urgent focus is needed in this key stage. The school has exceeded its targets by the end of Year 6 and has the capacity to maintain this relatively high level.

Language and literacy across the curriculum

84. The strengths and weaknesses identified in pupils' work in English are equally evident across the curriculum. The limitations in pupils' literacy are clear in science in Year 2 where poor recording skills and undeveloped writing are key factors in well below average attainment.
85. In history, Year 6 pupils write very effectively, empathising with the life of a sailor on board a ship during the Tudor voyages of exploration and that of a Victorian child working in a coalmine. They use their literacy skills to write letters, adopting the character of someone during the Second World War who receives an evacuee. Year 6 pupils' growing ability to use language effectively is also highlighted in a clear explanation of the values of different faiths in religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Teaching is very good in Key Stage 2, particularly the emphasis on mental calculations and problem solving.
- The leadership and management of the subject are very good.
- Standards by the end of Year 2 are too low.
- The teachers' marking of pupils' work varies in quality.

Commentary

86. By the end of Year 2, standards are well below average, whilst in the previous inspection they were below average. By the end of Year 6, standards are above average, which is an improvement from the previous inspection. This results from very good teaching and from very good leadership of the subject. Bearing in mind the fact that the pupils enter the school with very poor mathematical development, pupils in Key Stage 1 make satisfactory progress, whilst the achievement of the pupils in Key Stage 2 is very good. There are no significant differences in attainment between boys and girls.
87. By the end of Year 2, the pupils are very weak in the basic skills of numeracy. Whilst higher attainers can add numbers to 20 with reasonable accuracy, other pupils find this difficult. All the pupils find subtraction hard. Higher attainers can count in steps of 5 and 10. Many pupils have difficulties in recognising and writing numerals. They lack confidence in ordering numbers to 100. Too many of them are still reversing their numerals. Many are unsure of the symbols for addition and subtraction. By the end of Year 6, the pupils use all four number operations well in solving mental calculations quickly. They solve real life problems involving money, measurement, ratio and proportion. The greater rate of progress is a response to the very effective teaching of numeracy and the very clear focus on the skills needed to improve in Years 5 and 6.
88. Teaching is satisfactory in Key Stage 1. In Key Stage 2, it is very good, with some examples of excellent teaching. The teachers plan their lessons carefully and they share the learning intentions with the pupils, making it clear what the pupils are expected to have learnt by the end of the lesson. There is a strong emphasis on developing the pupils' mental calculations and their problem solving skills. In a lesson for pupils in Year 5, the dynamic style of the teacher motivated the pupils to do well. She reminded the pupils of an easy abbreviation to remember how you should approach problem solving: 'VICK' focusing on Vocabulary, Information, Calculation and Checking.
89. The teachers ensure that all pupils are fully included in learning. They match work well to the pupils' differing needs. Learning support assistants are well deployed and they provide effective help. Lessons move along briskly, which focuses the pupils' attention on their work. The teachers make effective use of resources. In a Year 5 lesson, the teacher made excellent use of a resource to help the pupils learn how to multiply and divide numbers by 100. Higher attainers used a computer program to extend this learning. In a lesson for pupils in Year 2, the teacher made good use of some mathematical games and a computer program to enhance learning in basic number work. There is regular homework for the older pupils, which consolidates their learning.
90. A weakness in teaching is the inconsistency of the marking of pupils' work. Whilst some marking clearly tells the pupils how they might improve their work, this is not always the case and there are examples of unmarked work. Classroom management is generally good and the teacher's work hard to keep some challenging pupils focussed on their tasks. Nevertheless, some teachers are more successful than others in this.
91. Leadership of the subject is very good. The coordinator has led training for colleagues and support staff. She checks the quality of planning and teaching and she samples pupils' work to gain an overview of standards. There is a clear action plan, which seeks to develop the subject further. There are good procedures for checking the pupils' progress. There are plenty of good quality resources to support teaching and learning. Nevertheless, the school recognises the urgent need to improve pupils' achievement in the national tests at the end of Year 2 to match the exceptionally high levels in the national tests at the end of Year 6.

Mathematics across the curriculum

92. There are a few illustrations of the pupils making use of their mathematical skills in other subjects. The pupils respond to opportunities to represent data graphically and they extend these skills into other subjects. In science, for example, they construct a class bar chart of their favourite foods and in geography, they compile accurate tally charts of the ways in which they come to school.

SCIENCE

The quality of provision in science is **good**.

Main strengths and weaknesses

- By the end of Year 6, standards are above average.
- There is an effective focus on developing appropriate scientific vocabulary.
- The skills of fair testing and prediction are well emphasised.
- Leadership and management of the subject are good.
- Standards by the end of Year 2 are well below average.

Commentary

93. The judgements on standards broadly reflect the findings of the previous inspection. Pupils in Key Stage 1 make satisfactory progress. The achievement of pupils in Key Stage 2 is very good. There is no significant difference in attainment between boys and girls. By the end of Year 2 recording skills remain very weak and are not helped by the pupils' poor writing skills and this is why standards are well below average. By the end of Year 6, the leadership and teaching are very well focused on the key skills. This ensures that the pupils have a good understanding of the scientific skills of prediction and fair testing in carrying out practical investigations into topics such as the insulation properties of different materials and the rate at which different substances dissolve in water. There is a well thought out curriculum, which ensures that pupils' have good all round scientific knowledge.
94. Teaching is good in both key stages. The teachers plan their lessons well and share the learning intentions with the pupils. Lessons move along at a brisk pace. The teachers ensure that all pupils are fully included in learning. They match work well to the pupils' varying needs. There is a strong focus on developing the pupils' understanding of fair testing and prediction during practical investigations. In a Year 6 lesson, this helped the pupils to plan an investigation into the importance of nutrients for healthy plant growth. The teacher used questioning well, for example, *how does the plant use fertilisers?* in order to make the pupils think carefully. . The teachers use resources well and they provide the pupils with opportunities to find information for themselves. Higher attainers in Year 6 used CD Rom to research facts about photosynthesis and chlorophyll. In a lesson for pupils in Year 2 the teacher's enthusiasm and effective use of praise motivated the pupils, many of whom had quite limited listening skills. This helped the pupils to understand how there are special times, such as birthdays or religious festivals, when we eat more of one kind of food than normal. At times, the application of the school's behaviour management code is inconsistent and inappropriate behaviour disrupts the flow of lessons.
95. Leadership of the subject is good. The coordinator is an exceptionally dynamic teacher, who provides an excellent role model for colleagues and for pupils. She has led training for staff and she checks the quality of planning and teaching. She samples pupils' work, in order to gain an overview of standards. There is a clear action plan, which seeks to raise standards, particularly by the end of Year 2. There are good systems for tracking pupils' progress. There are plenty of good quality resources to support teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, provision for information and communication technology is **satisfactory**.

Main strengths and weakness

- The leadership and management of the subject are good.
- The school has won British Educational Communications and Technology Agency (BECTA) awards for particular information and communication technology projects and its expertise has been used to advise other schools.
- The assessment and recording of achievement needs further development.
- The use of information and communication technology in other subjects needs further development.

Commentary

96. Pupils' attainment is low upon entry to Year 1. Standards are barely average in Year 2, rising to average by the end of Year 6. Pupils' achievements in relation to their prior attainment are good.
97. By the end of Year 2 some pupils are able to enter, save and retrieve simple text both for recording work and for writing stories. Using a paint programme they can draw simple pictures to illustrate these. Pupils have begun to use databases and work has also begun on control technology and modelling. Subsequent years develop and extend these skills so that by the end of Year 6, pupils can use desktop publishing, computer-aided design and simple spreadsheets also. Pupils with special educational needs achieve very well in relation to their prior attainment. The majority of those with special needs have emotional, behavioural or social difficulties and computers appear to motivate them to learn. Relatively few children have access to computers at home to enhance and reinforce their learning in school but most are able to talk about the benefits of computers.
98. It is not possible to form an overall judgement about the quality of teaching. No lessons were observed in Key Stage 1 and only two lessons observed in Key Stage 2. Both these lessons featured very good teaching and learning. Subject knowledge was very good with the objectives of lessons clearly explained and reinforced both during and at the end of the lessons. The pace was demanding and pupils were required to answer questions both individually and collectively. Classroom management was very good. Pupils were constantly reminded that they were there to learn and that they were capable of achieving. Resources were used well with good modelling on interactive whiteboards of the tasks that pupils would undertake on their laptops.
99. The strengths seen in these two lessons support the recognition brought by two awards from BECTA and the subject leader being used to advise in other schools. Her leadership is good. There is consistent and monitored planning through the school with an excellent file of in-service training, most of which she has led. Governors are kept well informed and are supportive of the development of information and communication technology as are the headteacher and senior staff. There are the beginnings of a portfolio of moderated work. There is also a good plan of targeted assessment but there is not a comprehensive record of National Curriculum levels of attainment and this prevents easy tracking of pupils' progress.

Information and communication technology across the curriculum

100. There is some evidence of information and communication technology being used across the curriculum, for example in the work on Romans in history, habitats in science and particularly in personal and social education. Higher attainers in Year 6 use a CD Rom to research facts

about photosynthesis and chlorophyll. Work has been limited by the fact that there are only two computers available in each class.

101. information and communication technology is neither used very well as a means of presentation for other subjects nor sufficiently regularly as an integral part of learning in other subjects. However, the school has identified in its development plans the necessary resources to promote the use of ICT across the curriculum and has a timetable for the use of recently purchased laptop computers.

HUMANITIES

History and Geography

The quality of provision for history and geography is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in geography
- Pupils' mapping skills are well developed
- The role of the coordinator needs to be developed.
- The marking of pupils' work needs to be more consistent and assessment needs to be more rigorous.

Commentary

102. No history was being taught during the inspection. Judgements are based upon an analysis of pupils' work in both subjects and observation of three geography lessons. By the end of both Year 2 and Year 6 standards in geography are average. This reflects the findings of the previous inspection. Pupils' achievement is good. There is no significant difference in attainment between boys and girls.
103. By the end of Year 2, pupils are able to draw local features. They compare life in Hackney with that in St Lucia. As part of a 'Black History Week', the pupils have learnt about some famous personalities of the past, such as Rosa Parks and Mary Seacole. They know about some famous events in British history, such as The Great Fire of London.
104. By the end of Year 6, the pupils are developing their mapping skills satisfactorily. They can locate the school on local maps and aerial photographs and they locate on a world map countries that are currently in the news. They understand about the devastating effect of natural disasters, such as earthquakes. They use evidence from books and photographs to learn about aspects of life in Benin and Kenya.
105. Teaching is satisfactory in geography. Weaknesses in some of the teaching include insecure subject knowledge and giving the pupils tasks, which are time-consuming, rather than meaningful. There is a satisfactory focus on developing the pupils' mapping and atlas skills.
106. The coordinator has only just assumed responsibility for this curriculum area. The systems for checking the pupils' progress are insufficiently rigorous. The quality of marking of pupils' work is variable with insufficient advice on how pupils can improve. There are plenty of resources to support teaching and learning. Wider learning opportunities are provided for the older pupils during a residential visit to Kench Hill where they visit Dover Castle.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- There is appropriate emphasis on the religious traditions in the United Kingdom.
- Respect is shown for the richness and diversity of religion.
- There is good planning to ensure that pupils learn about the distinctive features of the major faiths, and how these may affect the community.
- Pupils' progress is not recorded consistently.
- The subject knowledge of some teachers is less secure, particularly those teaching younger pupils.

Commentary

107. Only one lesson was seen and pupils' work from last year was scrutinised. Together these indicate that teaching is sound across the school. Clear and thorough planning, based on the locally Agreed Syllabus, enables older pupils to achieve well. More work is now recorded than at the time of the last inspection. By the time they leave, pupils have learned the key facts about the six major faiths of this country. Pupils in Year 6 use literacy skills well in the subject, as they record their understanding of the distinctive features of specific faiths and consider how these might affect everyday life for those who follow that creed. The school encourages pupils to show respect for all faiths. There are effective displays of artefacts and posters in the main corridor. The newly appointed co-ordinator is enthusiastic and knowledgeable, and maintains a satisfactory range of appropriate resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

108. It was possible to inspect music in detail and to sample the work in art and design, design and technology and physical education.

Art and design

Commentary

109. No lessons were observed, but the quality of work seen and the knowledge and understanding displayed indicate that pupils make sound progress as they move through the school. Good displays around the school create a pleasant learning environment. There are good opportunities to emphasise skill development in culture days and every year group has its learning enhanced by a range of specialist visitors including a sculptor, artist in residence and local artists. The newly appointed coordinator inherits a good basis of planning, organisation and enthusiasm for the subject and provides good subject leadership. However, there is insufficient assessment of pupils' progress, with little reference to the sequential development of skills or to individual progress. There are after-school clubs for some year groups, but these were not seen. Resources are satisfactory.

Design and technology

Commentary

110. It was not possible to observe any teaching but evidence from the scrutiny of work shows good coverage of the National Curriculum, which is an improvement on the last inspection. Pupils have completed work on moving monsters and electricity in Years 3 to 6. They are taught to make choices and evaluate their work. Care is taken with the finish and presentation of this

work and some of it is well recorded photographically. It is also used to enhance good quality writing. Marking does not give sufficient feedback on the standard achieved, however, or how the pupils might improve further.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There are good planning documents that encourage appropriate teaching to develop skills, knowledge and understanding.
- The music reflects the vibrant cultural background of the pupils.
- Additional music specialists, such as teachers for steel band and African drums, make a valuable contribution.
- Dance and drama are well integrated into the music curriculum.
- There are good opportunities for pupils to take part regularly in whole-school productions and local music festivals.
- There are limited opportunities to develop pupils' skills in composing.

Commentary

111. Pupils achieve well in singing and the interpretation of rhythms, where there is a stimulating and joyous reflection of the rich cultural background of many of the pupils. Only one lesson was seen, but planning and organisation of learning for all classes indicate that the quality of teaching is at least satisfactory. The recent coordinator has worked alongside her colleagues to check provision, and this has had a beneficial effect on teachers' subject knowledge. The newly appointed coordinator has a good base for further development. The school takes part in many successful out-of-school activities, which contribute well to developing pupils' self-esteem. There are choirs who meet in school time, but these were not seen. Resources are satisfactory.

Physical education

112. There was not sufficient evidence that would enable informed judgements to be made about overall standards of teaching and learning in physical education as only two lessons were observed. However, it is clear that Year 6 pupils dance with fluent movements characterised by effective control and a good sense of rhythm. They are able to concentrate intensely to depict moods in their movements. In contrast, Year 2 pupils are not challenged enough in their gymnastic work or involved enough in their activities. The subject is soundly led and managed. A wide range of extra-curricular activities enhances sporting provision after school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and Citizenship is **very good**.

Main strengths and weaknesses

- The school ethos reflects the values taught in lessons.
- The school strives consistently to develop pupils as personally and socially responsible young people.
- The school has significant success in improving the personal, social and health education and citizenship skills for pupils for whom these are particularly difficult to acquire.
- Assessment is not used sufficiently to measure progress.

Commentary

113. Pupils achieve very well as a result of a very well planned curriculum that permeates other subjects and the day-to-day running of the school. From the understanding of rules and the notion of right and wrong in Year 1 and 2 classes to the nature and consequences of racism in Year 3 to 6, the pupils are continually expected to reflect on their and others' behaviour. This extends through the range of curriculum relating to healthy living, the community and democracy. They are able to say how differences should be tolerated and to express their feelings, for example 'inconsolable', 'dejected' in respect of racist bullying. Evidence from pupils' files show that the great majority of pupils' special needs relate to emotional, behavioural and social difficulties. The very good provision helps these pupils relate to their own problems and issues of social behaviour.
114. The quality of teaching and learning is very good in Years 1 to 6. There is a detailed and comprehensive policy and scheme of work from which clear objectives and activities flow. Pupils are made to feel secure and never 'put down'. This is due to teachers making clear their rigorous disapproval of undesirable behaviour rather than of the pupils themselves. Pupils are engaged in lessons and keen to contribute.
115. The work in the classroom is supported by consistent expectations throughout the school. From the poster by the school entrance "Only positive attitudes beyond this point" to the specific praise of "Thank you for sitting still, that's good learning behaviour", it is clearly laid out for pupils what is expected of them. The school uses its rich cultural mix of pupils and adults to discuss and explore ethnic, religious and cultural differences, just as it uses the significant numbers of pupils with behavioural difficulties as a chance to learn about how we should relate to one another. Pupils are consistently expected to behave in ways that make them take responsibility for their actions and to make them good citizens.
116. Those pupils with the most significant needs make good progress in a nurture group in Key Stage 1 that teaches a curriculum that is fundamentally personal, social and health education and citizenship and early academic skills. The school runs events such as international food evenings to reinforce cultural tolerance and diversity.
117. The subject has a new subject leader but has been led very well by the concerted approach across the school. This stems from the excellent leadership of the headteacher who sees value in everyone and encourages their desire to improve.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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